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ABSTRACT

During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance and counseling, and initial job placement. Major results and accomplishments achieved during the year for the elementary component include: (1) providing 191 teachers with information and work units, (2) using 150 role models, (3) counseling 1,500 elementary students, (4) conducting 450 teacher conferences, and (5) establishing an interdisciplinary team in each of the nine elementary project schools. Accomplishments for the secondary component include: (1) establishing a new management team, (2) conducting meetings with a counselor evaluation committee, (3) developing a unit for Grades 7, 8, and 9 on career development, and (4) developing a questionnaire to determine students' vocational interests. A complete description of the project including an evaluation and sample work units is contained in this document. (GEB)

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INTERUM REPORT

Project No. 0-361-0122
Contract No. OEC-0-70-5183

Pontiac Vocational Career Development Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Robert J. Rochow
School District of the City of Pontiac
350 Wide Track Drive
Pontiac, Michigan 48058

June 1971

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The project reported herein was performed to a contract with the bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Robert J. Rochow

School District of the City of Pontiac
350 Wide Track Drive
Pontiac, Michigan 48058

June 1971

TABLE OF CONTENTS

Page

V. Summary of the Report 1
  a. Period Covered. 1
  b. Goals and Objectives of the Project 1
  c. Procedures Followed 2
  d. Major Results and Accomplishments 3
    1. Elementary Results and Accomplishments . . 3
    2. Secondary Results and Accomplishments . . . 5
  e. Evaluation. 7
    1. Evaluation of Secondary Counselor Program . 8
  f. Conclusions and Recommendations 26
    1. Conclusions of Elementary Program 26
    2. Conclusions of Junior and Senior High . . . 26
    3. Recommendations 26

VI. Body of the Report. 28
  a. Problem Area. 28
  b. Goals and Objectives. 31
  c. Description of General Project. 33
    1. General Design. 33
    2. Child Guidance. 34
    3. Curriculum Involvement. 34
    4. Role Models 34
    5. Parental Involvement. 35
    6. Community Involvement 35
    7. Schools or Locations. 35
    8. Participants. 36
    9. Materials 40
    10. Evaluation. 41
    11. External Evaluatior 42
  d. Major Results and Accomplishments 43
    1. Elementary Component. 43
    2. Secondary Component 45
  e. Evaluation. 47
    1. By Dr. Merle Smith. 48
    2. By Dr. Theodore Ploughman 69
  f. Conclusions, Implications, Recommendations. . . 91
    1. Conclusions and Implications for Elementary 91
    2. Recommendations for Elementary. 92
    3. Recommendations for Junior High 93
    4. Recommendations for Senior High 94

Page

VII. Appendices. . . . .
- a. Bibliography. 95
- b. Addendum 1 - Teachers Inservice 96
- c. Addendum 2 - Conventions & Workshops. 99
- d. Addemdum 3 - Letters from Parents 102
- e. Addendum 4 - Copies of Newsletters. 112
- f. Addendum 5 - Inservice Training for Teachers... 130
- g. Addendum 6 - World of Work Units. 137
  - 1. by Linda Phillips - Bethune School. 138
  - 2. by Christine M. Jones - Whitfield School. . 151
  - 3. by Bill White - Mark Twain School 209
  - 4. by Beverly Weiss - Harrington School. . . . 215
  - 5. by Judy Battenschlag - Baldwin School . . . 225
  - 6. by Deane Safir - Bailey & Wisner Schools. . 229
  - 7. by Doug Robinson - McConnell School 236
  - 8. by Janie Payne - Central School 349
  - 9. by Kaye Jeter - Washington Jr. High School. 357
- h. Addendum 7 - Parent Night 404
- i. Addendum 8 - Articles 406
- j. Addendum 9 - Sixth Grade Visitation 415
- k. Addendum 10 - Systematic Activities 417
- l. Addendum 11 - Studies Completed 433
  - 1. Study by Linda Phillips 434
  - 2. Study by Christine M. Jones 485
- m. Addendum 12 - Role Models 524
- n. Addendum 13 - Field Trips 530
- o. Addendum 14 - Special Activities. 535
- p. Addendum 15 - Team Approach 547
- q. Addendum 16 - Management Team for Vocational Ed.553
- r. Addendum 17 - City Wide Counselors Meeting. . . 555
- s. Addendum 18 - Junior High Visitation. 567
- t. Addendum 19 - Chart of Occupational Cluster . . 570
- u. Addendum 20 - Weekly Log. 572
- v. Addendum 21 - Evaluation of Counselors. 576

Pontiac Vocational Career Development Program
1970-71 - Pontiac, Michigan

NARRATIVE

5. Summary of the Report

a. Period Covered

August 31, 1970 to June 30, 1971

b. Goals and objectives of the project

Goals:

1. To provide elementary and secondary students with a broad occupational orientation.
2. To provide students with work experience.
3. To provide students with specific training in job entry skills.
4. To provide students with intensive occupational guidance and counseling and initial job placement.
5. To provide for the contractor to carry on the program after Federal assistance is terminated.

Objectives:

1. To provide materials and information to teachers to be used in regular school program in the classroom.
2. To plan and conduct assemblies, career fairs, and field trips to further encourage students to explore careers.
3. To provide students to observe and talk to role models on the job and to schedule role models in the classroom to answer student questions on the World of Work.
4. To meet with parents to assist them in understanding the opportunities available to students in vocational training.
5. To coordinate the school program with community agency and group programs.
6. To study and revise the role of secondary counselors.

5. Summary of the Report

c. Procedures followed.

Elementary

A program director, Robert Rochow and seven elementary career guidance consultants were hired. The consultants attended a two week orientation and inservice session then each was assigned to one elementary school. The counselors met with their staffs and explained their program. Each counselor also met individually with each teacher to go over the program objectives.

The elementary counselors worked with individuals and groups of children in a developmental guidance manner. Student perceptions were broadened as they became more aware of their values, attitudes and aspirations. The consultants spent a great deal of time involving student groups in career awareness activities. Assemblies were held, speakers brought in, clubs formed and employment agencies started. Appropriate role models from both within and outside the community spoke from various occupations. Field trips were taken to businesses and industries and the students were able to talk to and observe workers on the job. Back in the classroom students viewed movies and filmstrips, worked on projects, and participated in units to become better aware of the world of work. Parents and teacher groups worked with the consultants to plan and implement the program.

Secondary

City wide counselors meetings were held, as well as department head meetings to inform counselors of career development concept.

A study was developed by the department heads and career development director. This was given to teachers, administrators, ninth grade and twelfth grade students.

Counselors were encouraged to present role models to students.

Programs were set up to give exposure to students of the vocational opportunities and training institutions in Pontiac.

The management team began to function to implement these programs.

D. Major results and accomplishments achieved during the year

Elementary Component

Seven consultants were hired during the period of September and January.

Two consultants were included in the program as a result of a pilot program in Pontiac.

On September 14, 1970, after the program director was appointed, a two week workshop was held for the elementary counselors. (See Addendum #1)

The counselors or director attended or participated in eighteen workshops and conventions. (See Addendum #2)

Parents advisory group was set up and met with director monthly. (See Addendum #3)

Parent groups were set up in seven elementary schools to work with consultants.

Four Newsletters were developed and sent out to interested school systems in our project. (See Addendum #4)

Inservice training for elementary teachers was completed. (See Addendum #5)

Units have been developed for each grade level in the elementary project schools. (See Addendum #6)

The following people have been involved in our program as consultants:

a) Elmer Schick - Regional Officer
b) Dr. Gary Waltz - Director of Eric Center
   Professor of University of Michigan
c) Dr. Van Hoose - Professor of Wayne State
   University
d) James Martin - State Department
e) James Beavermyer - State Department

f) Sue Brown - Project officer from Washington, D.C.
g) Dr. Sid High - Project officer from Washington, D.C.
h) Dr. John Pietrofesa - Department - Chairman of Wayne State Counseling Program
i) Mr. Clark Blach - Director of Child Accounting
j) Mr. Arnold Embree - Director of Pupil Personnel
k) Mr. B.C. Van Koughnett - Director of Community Action Programs
l) Mr. M.C. Prottengeier - Director of Vocational and Technical Education
m) Dr. Robert Williams - Director of Guidance and Testing of Oakland County Schools
n) Dr. Joseph Messana - Director of Guidance and Testing of Oakland County Schools
o) Dr. Rudy Lockette - University of Michigan - Professor
p) Mrs. Gretchen Bowmen - Consultant, Vocational Rehabilitation
q) Mrs. Carol Irish - Consultant, Home Economics

City wide parent night - to explain career development concept to all parents, teachers, and administrators.

Six articles have been done in newspapers and journals about our program.

A program was developed to have all 6th grade students visit junior high schools.

Two studies have been done by elementary consultants.

The following are the objectives that have been accomplished during the year:

1. 191 teachers have been provided with information and work units by elementary guidance consultants.

2. 38 assemblies have been planned and conducted by the consultants.

3. 150 role models have been used in the elementary schools. (See Addendum # 12)

4. 170 field trips have been planned and conducted. (Addendum # 13)

5. 41 specific events have been planned by parent groups.

6. 155 teacher requests have been made for counselors as resource persons.

7. 23 secondary students have been helped by elementary counselors in vocational exploration.

8. 102 special activities, such as girls clubs, boys clubs, employment agencies have been set up in these schools. (See Addendum #14)

9. 1,500 elementary students have been given individual counseling.

10. 535 small group sessions have been held.

11. 233 parent conferences have been held.

12. 450 teacher conferences have been held to help students function better in school environment.

13. 180 conferences have been held with various pupil personnel people (social workers, psychologists, court workers, etc.) on a team approach basis.

14. 47 inservice education programs for teachers have been held by consultants.

15. 40 outside referrals have been made to find better placement for students.

16. 45 special programs have been presented for handicapped children.

17. Each counselor meets with principals, teachers, parents, and other administrators monthly to go over process of program.

18. An interdisciplinary team has been set up in each of the nine elementary project schools. (See Addendum #15)

Secondary Component

Mayor accomplishments and activities during the year.

A new management team was set up to better coordinate the K-12 career development program. (See Addendum #16)

Three city wide counselors meetings were held. (See Addendum #17)

Eight meetings were held with a counselor evaluation committee to develop an instrument to evaluate the secondary guidance program.

Two days of inservice were held with all vocational teachers about career development.

A program was set up to bring all 9th grade students to the vocational center (See Addendum #18)

Seniors from Northern High School were exposed to the program in technical trades and vocational education at Oakland Community College.

A unit was developed for junior high schools for grades 7-8-9 on career development.

Jefferson Jr. High developed a questionnaire asking students to determine interest in vocational planning and this was followed up by field trips and role models coming in to talk to students about these interests.

A program was approved by the management team to set up a crash program for seniors to obtain skills for employment on graduation next year.

5. Summary of the Report

e. Evaluation

See Body of the Report, e. Evaluation of the project,

(1). The following is the statistical results from the 9th and 12th grade students and the Teacher and Administrators questionaire.

This evaluation of the secondary counseling program will be interpreted at a later date.

COMPILATION OF RESPONSES
TO THE
GUIDANCE PROGRAM REVIEW QUESTIONNAIRE
FOR
TOTAL GUIDANCE DEPARTMENT IN PONTIAC
BY 9TH AND 12TH GRADE STUDENTS
MAY, 1971

N (All) = 1873
N (School 0) = 333
N (School 1) = 389
N (School 2) = 104
N (School 3) = 234
N (School 4) = 193
N (School 5) = 329
N (School 6) = 261

N (12th Grade) = 756
N (9th Grade) = 1122
N (Male) = 810
N (Female) = 936

1. Please check the number of times you have talked with a counselor during the year.

	RESPONDED	MORE THAN 5 TIMES	3-5 TIMES	2 TIMES	1 TIME	NEVER
ALL	1878	455 (24%)	602 (32%)	376 (20%)	252 (13%)	188 (10%)
SCHOOL 0	333	154 (46%)	133 (40%)	33 (10%)	12 (40%)	1
SCHOOL 1	389	135 (35%)	145 (37%)	71 (18%)	22 (6%)	15 (4%)
SCHOOL 2	104	17 (17%)	21 (20%)	20 (19%)	19 (18%)	26 (25%)
SCHOOL 3	234	22 (20%)	98 (42%)	67 (29%)	45 (19%)	2 (10%)
SCHOOL 4	193	25 (13%)	74 (38%)	57 (30%)	33 (17%)	4 (20%)
SCHOOL 5	329	53 (16%)	54 (17%)	55 (17%)	63 (19%)	102 (31%)
SCHOOL 6	261	36 (14%)	64 (25%)	68 (26%)	55 (21%)	38 (15%)
12TH Gr.	756	302 (40%)	291 (39%)	109 (14%)	36 (5%)	16 (2%)
9TH GR.	1122	153 (14%)	311 (28%)	267 (24%)	216 (19%)	172 (15%)
MALE	810	190 (24%)	262 (32%)	149 (18%)	120 (15%)	87 (11%)
FEMALE	936	236 (25%)	311 (33%)	199 (21%)	117 (13%)	73 (8%)

2. How often have your parents had a conference with a counselor?

	RESPONDED	MORE THAN 5 TIMES	3-5 TIMES	2 TIMES	1 TIME	NEVER
ALL	1878	32 (2%)	63 (3%)	134 (7%)	318 (17%)	1324 (71%)
SCHOOL 0	331	7 (2%)	14 (4%)	14 (4%)	59 (18%)	237 (72%)
SCHOOL 1	389	3 (1%)	10 (3%)	26 (7%)	50 (13%)	300 (77%)
SCHOOL 2	104	0 (0%)	3 (3%)	7 (7%)	10 (10%)	83 (81%)
SCHOOL 3	234	6 (3%)	4 (2%)	26 (11%)	65 (28%)	133 (57%)
SCHOOL 4	193	5 (3%)	10 (5%)	14 (7%)	37 (19%)	127 (66%)
SCHOOL 5	329	7 (2%)	10 (3%)	19 (6%)	38 (12%)	252 (77%)
SCHOOL 6	261	3 (1%)	9 (3%)	23 (9%)	53 (20%)	173 (66%)
12TH GR.	756	11 (1%)	27 (4%)	45 (6%)	115 (15%)	555 (74%)
9TH GR.	1122	21 (2%)	36 (3%)	89 (8%)	203 (18%)	769 (69%)
MALE	810	17 (2%)	30 (4%)	72 (9%)	138 (17%)	551 (68%)
FEMALE	936	9 (1%)	31 (3%)	50 (5%)	152 (17%)	682 (73%)

3. How often have your parents had a conference with your teachers?

	RESPONDED	MORE THAN 5 TIMES	3-5 TIMES	2 TIMES	1 TIME	NEVER
ALL	1878	123 (7%)	223 (12%)	318 (17%)	329 (18%)	875 (47%)
SCHOOL 0	333	2 (1%)	18 (5%)	32 (1%)	55 (17%)	224 (68%)
SCHOOL 1	389	8 (2%)	19 (5%)	24 (6%)	53 (14%)	285 (73%)
SCHOOL 2	102	12 (10%)	22 (22%)	18 (18%)	24 (24%)	26 (25%)
SCHOOL 3	234	25 (11%)	36 (15%)	55 (24%)	47 (20%)	71 (30%)
SCHOOL 4	193	24 (12%)	27 (14%)	40 (21%)	39 (20%)	63 (38%)
SCHOOL 5	329	35 (14%)	46 (14%)	80 (25%)	54 (17%)	109 (34%)
SCHOOL 6	261	17 (7%)	52 (20%)	64 (25%)	53 (20%)	75 (29%)
12TH GR.	754	10 (1%)	40 (5%)	61 (8%)	111 (15%)	531 (71%)
9TH GR.	1122	113 (10%)	183 (16%)	257 (23%)	218 (20%)	344 (31%)
MALE	810	63 (8%)	101 (13%)	143 (18%)	136 (17%)	364 (45%)
FEMALE	936	47 (5%)	90 (10%)	150 (16%)	175 (19%)	471 (50%)

4. When you have a probelm about school, to whom do you prefer to go?

	RESPONDED	COUNSELOR	TEACHER	PRINCIPAL	PARENTS	FRIEND
ALL	1859	447 (24%)	154 (8%)	132 (7%)	496 (27%)	630 (34%)
SCHOOL 0	327	110 (34%)	36 (11%)	26 (8%)	61 (19%)	94 (29%)
SCHOOL 1	388	92 (24%)	34 (9%)	17 (4%)	98 (25%)	147 (38%)
SCHOOL 2	103	19 (18%)	13 (13%)	21 (20%)	25 (24%)	25 (24%)
SCHOOL 3	230	44 (19%)	17 (17%)	9 (4%)	74 (32%)	86 (37%)
SCHOOL 4	191	48 (25%)	15 (8%)	7 (4%)	56 (29%)	65 (34%)
SCHOOL 5	326	78 (24%)	17 (5%)	6 (2%)	81 (25%)	144 (44%)
SCHOOL 6	260	43 (17%)	19 (7%)	43 (17%)	94 (36%)	61 (23%)
12TH GR.	748	215 (29%)	73 (10%)	46 (6%)	166 (22%)	248 (33%)
9TH GR.	111	232 (21%)	81 (7%)	86 (8%)	330 (30%)	382 (34%)
MALE	799	216 (27%)	75 (9%)	59 (7%)	181 (23%)	268 (34%)
FEMALE	931	211 (23%)	63 (7%)	55 (6%)	284 (31%)	318 (34%)

5. When you have a personal problem with whom do you prefer to talk?

	RESPONDED	COUNSELOR	TEACHER	PRINCIPAL	PARENTS	NEVER
ALL	1851	128 (7%)	49 (3%)	40 (2%)	514 (28%)	1120 (61%)
SCHOOL 0	327	21 (6%)	8 (2%)	4 (1%)	90 (28%)	204 (62%)
SCHOOL 1	387	16 (4%)	10 (3%)	6 (2%)	72 (19%)	283 (73%)
SCHOOL 2	103	15 (15%)	6 (6%)	7 (7%)	39 (38%)	36 (35%)
SCHOOL 3	231	10 (4%)	7 (3%)	2 (1%)	62 (27%)	150 (65%)
SCHOOL 4	189	18 (10%)	4 (2%)	2 (1%)	59 (31%)	106 (56%)
SCHOOL 5	323	21 (7%)	6 (2%)	6 (2%)	93 (29%)	197 (61%)
SCHOOL 6	258	21 (8%)	8 (3%)	13 (5%)	88 (34%)	128 (50%)
12TH GR.	746	43 (6%)	18 (2%)	10 (1%)	173 (23%)	502 (67%)
9TH GR.	1105	85 (8%)	31 (3%)	30 (3%)	341 (31%)	618 (56%)
MALE	796	60 (8%)	26 (3%)	17 (2%)	218 (27%)	475 (60%)
FEMALE	929	50 (6%)	18 (2%)	18 (2%)	253 (27%)	590 (64%)

6. Do you feel free to say what you want to say to your counselor?

	RESPONDED	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
ALL	1878	416 (22%)	259 (14%)	473 (25%)	403 (22%)	317 (17%)
SCHOOL 0	331	107 (32%)	53 (16%)	74 (22%)	61 (18%)	36 (11%)
SCHOOL 1	338	88 (23%)	51 (13%)	99 (26%)	85 (22%)	65 (17%)
SCHOOL 3	234	46 (20%)	33 (14%)	75 (32%)	50 (21%)	30 (13%)
SCHOOL 2	103	26 (25%)	9 (9%)	20 (19%)	25 (24%)	23 (22%)
SCHOOL 4	192	35 (18%)	36 (19%)	62 (32%)	41 (21%)	18 (9%)
SCHOOL 5	325	56 (16%)	40 (12%)	71 (22%)	77 (24%)	81 (25%)
SCHOOL 6	261	41 (16%)	35 (13%)	67 (26%)	60 (23%)	58 (22%)
12TH GR.	752	211 (28%)	106 (14%)	178 (24%)	150 (20%)	107 (14%)
9TH GR.	1116	205 (18%)	153 (14%)	295 (26%)	253 (23%)	210 (19%)
MALE	806	189 (23%)	114 (14%)	212 (26%)	155 (19%)	136 (17%)
FEMALE	934	197 (21%)	128 (14%)	239 (26%)	220 (24%)	150 (16%)

7. When you talk to a counselor, do you feel that meaningful discussions occur?

	RESPONDED	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
ALL	1861	236 (13%)	316 (17%)	493 (26%)	379 (20%)	437 (23%)
SCHOOL 0	329	46 (14%)	51 (16%)	99 (30%)	73 (22%)	60 (18%)
SCHOOL 1	389	45 (12%)	76 (20%)	109 (28%)	70 (18%)	87 (22%)
SCHOOL 2	101	11 (11%)	18 (18%)	15 (15%)	22 (22%)	35 (35%)
SCHOOL 3	233	46 (20%)	45 (19%)	59 (25%)	46 (20%)	37 (16%)
SCHOOL 4	190	20 (11%)	54 (28%)	55 (29%)	34 (18%)	27 (14%)
SCHOOL 5	326	32 (10%)	42 (13%)	80 (25%)	62 (19%)	110 (34%)
SCHOOL 6	261	29 (11%)	25 (10%)	65 (25%)	69 (26%)	73 (28%)
12TH GR.	749	98 (13%)	132 (18%)	219 (29%)	145 (19%)	155 (21%)
9TH GR.	1112	138 (12%)	184 (14%)	274 (25%)	234 (21%)	282 (25%)
MALE	803	112 (14%)	138 (17%)	222 (28%)	159 (20%)	172 (21%)
FEMALE	932	106 (11%)	159 (17%)	250 (27%)	193 (21%)	224 (24%)

8. Does talking with your counselor help you to understand yourself better?

	RESPONDED	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
ALL	1862	158 (8%)	208 (11%)	398 (21%)	392 (21%)	706 (38%)
SCHOOL 0	331	24 (7%)	31 (9%)	67 (20%)	69 (21%)	140 (42%)
SCHOOL 1	385	21 (5%)	39 (10%)	91 (24%)	86 (22%)	148 (38%)
SCHOOL 2	102	15 (15%)	12 (12%)	18 (18%)	16 (16%)	41 (40%)
SCHOOL 3	234	30 (13%)	30 (13%)	66 (28%)	46 (20%)	62 (26%)
SCHOOL 4	191	21 (11%)	33 (17%)	46 (24%)	44 (23%)	47 (25%)
SCHOOL 5	325	20 (6%)	35 (11%)	59 (18%)	67 (21%)	144 (44%)
SCHOOL 6	260	23 (9%)	25 (10%)	45 (17%)	56 (22%)	111 (43%)
12TH GR.	749	49 (7%)	73 (10%)	164 (22%)	162 (22%)	301 (40%)
9TH. GR.	1113	109 (10%)	135 (12%)	234 (21%)	230 (21%)	405 (36%)
MALE	803	72 (9%)	93 (12%)	183 (23%)	169 (21%)	286 (36%)
FEMALE	932	70 (8%)	105 (11%)	196 (21%)	204 (22%)	327 (38%)

9. Do you feel your counselor understands your feelings?

	RESPONDED	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
ALL	1857	197 (11%)	331 (18%)	504 (27%)	400 (22%)	425 (23%)
SCHOOL 0	329	28 (9%)	58 (18%)	114 (35%)	66 (20%)	63 (19%)
SCHOOL 1	387	27 (7%)	76 (20%)	101 (26%)	96 (75%)	37 (22%)
SCHOOL 2	100	13 (13%)	23 (23%)	24 (24%)	9 (9%)	31 (31%)
SCHOOL 3	233	40 (17%)	59 (25%)	56 (24%)	42 (18%)	36 (15%)
SCHOOL 4	192	25 (12%)	38 (20%)	51 (27%)	45 (23%)	33 (17%)
SCHOOL 5	325	28 (9%)	34 (10%)	80 (25%)	77 (24%)	106 (33%)
SCHOOL 6	257	31 (12%)	38 (15%)	72 (28%)	52 (20%)	64 (25%)
12TH GR.	749	60 (8%)	139 (19%)	221 (30%)	174 (23%)	155 (21%)
9TH GR.	1108	137 (12%)	192 (17%)	283 (26%)	116 (20%)	270 (24%)
MALE	802	84 (10%)	146 (18%)	224 (28%)	169 (21%)	179 (22%)
FEMALE	931	94 (10%)	165 (18%)	155 (27%)	210 (23%)	207 (22%)

10. Is your counselor, honest, and genuine with you?

	RESPONDED	ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	NEVER
ALL	1843	643 (35%)	332 (18%)	388 (21%)	240 (13%)	240 (13%)
SCHOOL 0	327	114 (35%)	72 (22%)	86 (26%)	31 (9%)	24 (7%)
SCHOOL 1	382	123 (32%)	89 (23%)	65 (17%)	60 (16%)	45 (12%)
SCHOOL 2	101	32 (32%)	13 (13%)	24 (24%)	11 (11%)	21 (21%)
SCHOOL 3	233	118 (51%)	43 (18%)	46 (20%)	16 (7%)	10 (4%)
SCHOOL 4	190	93 (49%)	26 (14%)	34 (18%)	20 (11%)	17 (9%)
SCHOOL 5	321	70 (22%)	41 (13%)	76 (24%)	62 (19%)	72 (22%)
SCHOOL 6	258	77 (30%)	48 (19%)	52 (20%)	33 (13%)	48 (19%)
12TH GR.	739	252 (34%)	161 (22%)	156 (21%)	98 (13%)	72 (10%)
9TH GR.	1104	391 (35%)	171 (15%)	232 (21%)	142 (13%)	168 (15%)
MALE	797	277 (35%)	147 (18%)	172 (22%)	94 (12%)	107 (13%)
FEMALE	923	328 (36%)	169 (18%)	190 (21%)	131 (14%)	105 (11%)

11. Is your counselor available to provide you with the kinds of help or information which you need throughout the day?

	RESPONDED	ALWAYS	FREQUENTLY	OCASSIONALLY	SELDOM	NEVER
ALL	1858	370 (20%)	373 (20%)	461 (25%)	339 (18%)	315 (17%)
SCHOOL 0	327	63 (19%)	73 (22%)	85 (26%)	71 (22%)	35 (11%)
SCHOOL 1	388	64 (16%)	73 (19%)	123 (32%)	77 (20%)	51 (31%)
SCHOOL 2	103	21 (20%)	17 (17%)	26 (25%)	13 (13%)	26 (25%)
SCHOOL 3	231	70 (30%)	55 (24%)	56 (24%)	26 (11%)	24 (10%)
SCHOOL 4	192	50 (26%)	52 (27%)	43 (23%)	28 (15%)	19 (10%)
SCHOOL 5	324	36 (11%)	52 (16%)	57 (18%)	71 (22%)	108 (33%)
SCHOOL 6	260	56 (22%)	46 (18%)	57 (22%)	51 (20%)	50 (19%)
12TH GR.	747	136 (18%)	151 (20%)	222 (30%)	150 (20%)	88 (12%)
9TH GR.	111	234 (21%)	222 (20%)	239 (22%)	189 (17%)	227 (20%)
MALE						
FEMALE						

12. When you have felt the need, to do so, have you been able to meet with such school persons as the nurse, social worker or the speech therapist?

	RESPONDED	ALWAYS	FREQUENTLY	OCASSIONALLY	SELDOM	NEVER
ALL	1828	137 (7%)	96 (5%)	185 (10%)	187 (10%)	1223 (67%)
SCHOOL 0	319	11 (3%)	14 (4%)	18 (6%)	19 (6%)	257 (18%)
SCHOOL 1	378	19 (5%)	11 (3%)	26 (7%)	26 (7%)	296 (78%)
SCHOOL 2	101	10 (10%)	13 (13%)	24 (24%)	15 (15%)	39 (39%)
SCHOOL 3	230	20 (9%)	15 (7%)	36 (16%)	30 (13%)	129 (26%)
SCHOOL 4	181	30 (17%)	14 (8%)	24 (13%)	34 (19%)	79 (44%)
SCHOOL 5	327	20 (6%)	10 (3%)	28 (9%)	44 (13%)	225 (69%)
SCHOOL 6	258	23 (9%)	16 (6%)	27 (10%)	18 (7%)	174 (76%)
12TH GR.	730	33 (5%)	28 (4%)	46 (6%)	46 (6%)	577 (79%)
9TH GR.	1098	104 (9%)	68 (6%)	139 (13%)	141 (13%)	646 (59%)
MALE	784	44 (6%)	38 (5%)	83 (11%)	84 (11%)	535 (68%)
FEMALE	917	83 (9%)	42 (5%)	74 (8%)	84 (9%)	629 (69%)

13. In general, how often do the students in your school treat each other fairly and kindly?

	RESPONDED	ALWAYS	FREQUENTLY	OCASSIONALLY	SELDOM	NEVER
ALL	1860	100 (5%)	422 (23%)	688 (37%)	460 (25%)	190 (10%)
SCHOOL 0	328	8 (2%)	57 (17%)	121 (37%)	99 (30%)	43 (13%)
SCHOOL 1	387	15 (4%)	89 (23%)	147 (38%)	106 (27%)	30 (8%)
SCHOOL 2	101	11 (11%)	14 (14%)	36 (36%)	24 (24%)	16 (16%)
SCHOOL 3	233	19 (8%)	69 (30%)	84 (36%)	47 (20%)	14 (6%)
SCHOOL 4	189	11 (6%)	57 (30%)	72 (38%)	43 (23%)	6 (3%)
SCHOOL 5	327	25 (8%)	77 (24%)	120 (37%)	72 (22%)	33 (10%)
SCHOOL 6	261	10 (4%)	52 (20%)	94 (36%)	64 (25%)	41 (16%)
12TH GR.	748	24 (3%)	153 (20%)	281 (38%)	210 (28%)	80 (11%)
9TH GR.	1112	76 (7%)	269 (24%)	407 (37%)	250 (22%)	110 (10%)
MALE	803	43 (5%)	176 (22%)	279 (35%)	222 (28%)	83 (10%)
FEMALE	930	41 (4%)	229 (25%)	363 (39%)	207 (22%)	90 (10%)

14. How well do you understand the school services and rules?

	RESPONDED	VERY WELL	WELL	MODERATELY WELL	POORLY	NOT AT ALL
ALL	1864	290 (16%)	576 (31%)	566 (30%)	242 (13%)	190 (10%)
SCHOOL 0	329	47 (14%)	68 (21%)	107 (33%)	57 (17%)	50 (15%)
SCHOOL 1	388	57 (15%)	110 (28%)	129 (33%)	62 (16%)	30 (8%)
SCHOOL 2	102	19 (19%)	29 (28%)	22 (22%)	12 (12%)	20 (20%)
SCHOOL 3	233	50 (21%)	42 (39%)	62 (27%)	24 (10%)	5 (2%)
SCHOOL 4	190	32 (17%)	81 (43%)	56 (29%)	17 (9%)	4 (2%)
SCHOOL 5	327	32 (10%)	85 (26%)	114 (35%)	47 (14%)	49 (15%)
SCHOOL 6	261	51 (20%)	99 (38%)	67 (26%)	21 (8%)	23 (9%)
12TH GR.	750	105 (14%)	190 (25%)	245 (33%)	121 (16%)	89 (12%)
9TH GR.	1114	185 (17%)	386 (35%)	321 (29%)	121 (11%)	101 (9%)
MALE	803	112 (14%)	233 (29%)	253 (32%)	127 (16%)	78 (10%)
FEMALE	933	156 (11%)	310 (33%)	285 (31%)	99 (11%)	83 (9%)

15. Have your achievement scores been explained to you by a counselor?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1862	733 (39%)	894 (48%)	218 (12%)
SCHOOL 0	326	95 (29%)	187 (57%)	43 (13%)
SCHOOL 1	388	112 (29%)	230 (59%)	44 (11%)
SCHOOL 2	103	18 (17%)	55 (53%)	24 (23%)
SCHOOL 3	234	179 (76%)	50 (21%)	5 (2%)
SCHOOL 4	193	84 (44%)	80 (41%)	29 (15%)
SCHOOL 5	323	125 (33%)	152 (47%)	42 (13%)
SCHOOL 6	261	114 (44%)	121 (46%)	25 (10%)
12TH GR.	747	213 (29%)	435 (58%)	93 (12%)
9TH GR.	1115	520 (47%)	459 (41%)	125 (11%)
MALE	801	317 (40%)	373 (47%)	102 (13%)
FEMALE	933	392 (42%)	447 (45%)	89 (10%)

16. Do you feel that the explanation of these tests helped you to understand your abilities better?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1859	642 (35%)	691 (37%)	511 (27%)
SCHOOL 0	326	82 (25%)	153 (47%)	88 (27%)
SCHOOL 1	387	109 (28%)	161 (42%)	114 (29%)
SCHOOL 2	103	29 (28%)	40 (39%)	31 (30%)
SCHOOL 3	233	155 (67%)	43 (18%)	35 (15%)
SCHOOL 4	191	77 (40%)	43 (23%)	70 (37%)
SCHOOL 5	326	88 (27%)	151 (46%)	85 (26%)
SCHOOL 6	259	92 (36%)	89 (34%)	75 (29%)
12TH GR.	746	200 (27%)	325 (44%)	215 (29%)
9TH GR.	1113	442 (40%)	366 (33%)	296 (27%)
MALE	797	284 (36%)	284 (36%)	219 (27%)
FEMALE	933	321 (34%)	354 (38%)	255 (22%)

17. Do you feel that you know the subject areas you are most likely to succeed?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1867	1169 (63%)	370 (20%)	318 (17%)
SCHOOL 0	328	197 (60%)	74 (24%)	57 (17%)
SCHOOL 1	389	250 (64%)	93 (24%)	44 (11%)
SCHOOL 2	103	61 (59%)	16 (16%)	23 (22%)
SCHOOL 3	234	170 (73%)	30 (13%)	34 (15%)
SCHOOL 4	192	131 (68%)	19 (19%)	40 (21%)
SCHOOL 5	326	195 (60%)	69 (21%)	62 (19%)
SCHOOL 6	261	145 (56%)	58 (22%)	55 (21%)
12TH GR.	750	467 (62%)	178 (24%)	103 (14%)
9TH GR.	1117	702 (62%)	192 (17%)	215 (19%)
MALE	803	484 (60%)	163 (20%)	148 (18%)
FEMALE	936	612 (65%)	179 (19%)	145 (15%)

18. Did a counselor help you plan the subjects which you wanted to take each year during the 9th through 12th grade?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1864	1111 (60%)	632 (34%)	103 (60%)
SCHOOL 0	328	205 (63%)	106 (32%)	13 (4%)
SCHOOL 1	389	241 (62%)	133 (34%)	13 (3%)
SCHOOL 2	103	41 (40%)	42 (41%)	17 (17%)
SCHOOL 3	232	207 (89%)	21 (9%)	3 (1%)
SCHOOL 4	191	145 (76%)	26 (14%)	16 (8%)
SCHOOL 5	326	133 (41%)	170 (52%)	22 (7%)
SCHOOL 6	261	119 (46%)	121 (46%)	18 (7%)
12TH GR.	756	465 (62%)	252 (34%)	27 (4%)
9TH GR.	1114	646 (58%)	380 (34%)	76 (7%)
MALE	802	501 (62%)	239 (30%)	52 (6%)
FEMALE	933	555 (59%)	336 (36%)	37 (4%)

19. Has your counselor talked with you about your future school and job plans?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1868	1076 (58%)	704 (38%)	76 (4%)
SCHOOL 0	328	196 (60%)	119 (36%)	11 (3%)
SCHOOL 1	389	213 (55%)	172 (44%)	3 (1%)
SCHOOL 2	103	41 (40%)	42 (41%)	17 (17%)
SCHOOL 3	234	176 (75%)	46 (20%)	11 (5%)
SCHOOL 4	192	126 (66%)	56 (29%)	9 (5%)
SCHOOL 5	327	182 (56%)	122 (37%)	21 (6%)
SCHOOL 6	261	117 (45%)	132 (51%)	11 (4%)
12TH GR.	750	425 (57%)	307 (41%)	15 (2%)
9TH GR.	1118	651 (58%)	397 (36%)	61 (50%)
MALE	804	459 (57%)	304 (38%)	35 (4%)
FEMALE	935	553 (59%)	349 (37%)	32 (3%)

RESPONDED YES NO DON'T KNOW

20. Have your counselors and teachers helped you to understand how subjects you study lead to various jobs?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1870	923 (49%)	795 (42%)	147 (8%)
SCHOOL 0	329	148 (45%)	166 (50%)	13 (4%)
SCHOOL 1	389	154 (40%)	216 (56%)	18 (5%)
SCHOOL 2	103	54 (52%)	36 (35%)	8 (8%)
SCHOOL 3	233	162 (70%)	55 (24%)	15 (6%)
SCHOOL 4	193	128 (66%)	44 (23%)	19 (10%)
SCHOOL 5	328	161 (49%)	122 (37%)	43 (13%)
SCHOOL 6	260	104 (40%)	124 (48%)	30 (12%)
12TH GR.	752	313 (42%)	404 (55%)	32 (4%)
9TH GR.	1118	610 (55%)	381 (34%)	115 (10%)
MALE	805	381 (47%)	345 (43%)	67 (8%)
FEMALE	934	484 (52%)	385 (41%)	65 (7%)

21. Have your counselors and teachers helped you to understand the world of work as it relates to school activities?

ALL	1870	609 (33%)	949 (51%)	302 (16%)
SCHOOL 0	329	80 (24%)	201 (61%)	46 (14%)
SCHOOL 1	389	103 (26%)	250 (64%)	36 (9%)
SCHOOL 2	103	42 (41%)	42 (41%)	15 (15%)
SCHOOL 3	234	107 (46%)	85 (36%)	41 (18%)
SCHOOL 4	192	79 (41%)	65 (34%)	47 (24%)
SCHOOL 5	328	99 (30%)	149 (45%)	80 (24%)
SCHOOL 6	261	89 (34%)	134 (51%)	36 (14%)
12TH GR.	751	193 (26%)	473 (63%)	83 (11%)
9TH GR.	1119	416 (37%)	476 (43%)	219 (80%)
MALE	805	263 (33%)	413 (51%)	122 (15%)
FEMALE	936	303 (32%)	476 (51%)	156 (17%)

22. Has a counselor discussed with you the kinds of careers that are opne to you?

ALL	1865	781 (42%)	938 (50%)	134 (7%)
SCHOOL 0	327	98 (30%)	204 (62%)	21 (6%)
SCHOOL 1	388	148 (38%)	221 (57%)	19 (5%)
SCHOOL 2	103	51 (50%)	35 (34%)	13 (13%)
SCHOOL 3	234	125 (53%)	91 (39%)	16 (7%)
SCHOOL 4	191	103 (54%)	73 (38%)	15 (8%)
SCHOOL 5	328	153 (47%)	140 (43%)	34 (10%)
SCHOOL 6	260	96 (37%)	147 (57%)	16 (6%)
12TH GR.	748	253 (34%)	451 (60%)	40 (5%)
9TH GR.	1117	528 (47%)	487 (44%)	94 (8%)
MALE	802	334 (42%)	406 (51%)	54 (7%)
FEMALE	934	394 (42%)	472 (51%)	67 (7%)

23. Does your school provide opportunities for you to talk with people from business and industry either in school or on the job?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1867	682 (37%)	761 (41%)	410 (22%)
SCHOOL 0	327	98 (30%)	204 (62%)	21 (6%)
SCHOOL 1	387	177 (46%)	131 (34%)	77 (20%)
SCHOOL 2	103	51 (50%)	35 (34%)	13 (13%)
SCHOOL 3	233	58 (25%)	111 (48%)	64 (27%)
SCHOOL 4	191	103 (54%)	73 (38%)	15 (8%)
SCHOOL 5	329	146 (44%)	118 (36%)	64 (19%)
SCHOOL 6	260	96 (37%)	147 (57%)	16 (6%)
12TH GR.	747	335 (45%)	262 (35%)	145 (19%)
9TH GR.	1120	347 (31%)	499 (45%)	265 (24%)
MALE	804	245 (30%)	378 (47%)	174 (22%)
FEMALE	933	374 (40%)	346 (37%)	209 (22%)

24. Have you been provided with the necessary information about institutions for higher education and entrance requirements in preparation for your future?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1865	830 (35%)	788 (42%)	227 (12%)
SCHOOL 0	327	186 (57%)	111 (34%)	25 (8%)
SCHOOL 1	388	219 (56%)	138 (36%)	29 (7%)
SCHOOL 2	103	51 (50%)	31 (30%)	16 (16%)
SCHOOL 3	233	96 (41%)	102 (44%)	35 (15%)
SCHOOL 4	192	66 (34%)	86 (45%)	38 (20%)
SCHOOL 5	327	117 (36%)	159 (49%)	48 (15%)
SCHOOL 6	261	82 (31%)	147 (56%)	30 (11%)
12TH GR.	748	418 (56%)	263 (35%)	59 (8%)
9TH GR.	1117	412 (37%)	525 (47%)	168 (15%)
MALE	803	351 (44%)	345 (43%)	99 (12%)
FEMALE	933	429 (46%)	394 (42%)	102 (11%)

25. Does your school help you get part time jobs?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1861	883 (47%)	481 (26%)	477 (26%)
SCHOOL 0	327	247 (76%)	39 (12%)	36 (11%)
SCHOOL 1	388	219 (56%)	138 (36%)	29 (7%)
SCHOOL 2	102	50 (49%)	37 (36%)	12 (12%)
SCHOOL 3	232	72 (31%)	68 (29%)	92 (40%)
SCHOOL 4	193	95 (49%)	39 (20%)	56 (29%)
SCHOOL 5	327	117 (36%)	159 (49%)	48 (15%)
SCHOOL 6	258	35 (14%)	105 (41%)	115 (45%)
12TH GR.	747	565 (76%)	84 (11%)	91 (12%)
9TH GR.	1114	318 (29%)	397 (36%)	386 (35%)
MALE	802	378 (47%)	218 (27%)	197 (25%)
FEMALE	931	446 (48%)	221 (24%)	258 (28%)

26. Does your school sponser a College Night when you may speak with colleges?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1131	474 (42%)	298 (26%)	342 (30%)
SCHOOL 0	328	155 (47%)	64 (20%)	102 (31%)
SCHOOL 1	386	251 (65%)	42 (11%)	92 (24%)
SCHOOL 2	83	17 (20%)	37 (45%)	26 (31%)
SCHOOL 3	36	10 (28%)	15 (42%)	11 (31%)
SCHOOL 4	57	8 (14%)	31 (54%)	18 (32%)
SCHOOL 5	92	7 (8%)	38 (41%)	44 (48%)
SCHOOL 6	119	11 (9%)	63 (53%)	42 (35%)
12TH GR.	743	421 (57%)	113 (15%)	201 (27%)
9TH GR.	388	53 (14%)	185 (48%)	141 (36%)
MALE	488	215 (44%)	124 (25%)	142 (29%)
FEMALE	554	241 (44%)	132 (24%)	175 (32%)

27. Have you received information about scholarship programs available to you after high school? (12th only)

	RESPONDED	YES	NO	DON'T KNOW
SCHOOL 0	324	203 (63%)	102 (31%)	18 (6%)
SCHOOL 1	386	237 (61%)	125 (32%)	24 (6%)
12TH GR.	738	459 (62%)	235 (32%)	43 (6%)

28. Does your school have student groups which meet regularly to discuss personal and school problems?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1857	704 (38%)	626 (34%)	513 (28%)
SCHOOL 0	324	83 (26%)	122 (38%)	116 (16%)
SCHOOL 1	387	132 (34%)	118 (30%)	136 (35%)
SCHOOL 2	102	47 (46%)	35 (34%)	18 (18%)
SCHOOL 3	233	79 (34%)	89 (38%)	65 (28%)
SCHOOL 4	191	64 (34%)	74 (39%)	51 (27%)
SCHOOL 5	328	120 (37%)	119 (36%)	86 (26%)
SCHOOL 6	260	170 (65%)	53 (20%)	34 (13%)
12TH GR.	742	223 (30%)	256 (35%)	259 (35%)
9TH GR.	1115	481 (43%)	370 (30%)	254 (23%)
MALE	801	299 (37%)	272 (34%)	223 (28%)
FEMALE	930	354 (38%)	308 (33%)	263 (28%)

29. Do you think that your counselor should provide for you the opportunity to meet with other students to discuss personal and school problems?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1851	974 (53%)	513 (28%)	351 (19%)
SCHOOL 0	322	148 (46%)	113 (35%)	59 (18%)
SCHOOL 1	386	195 (51%)	120 (31%)	70 (18%)
SCHOOL 2	101	63 (62%)	22 (22%)	13 (13%)
SCHOOL 3	232	121 (52%)	57 (25%)	54 (23%)
SCHOOL 4	190	89 (47%)	52 (27%)	46 (24%)
SCHOOL 5	327	183 (56%)	83 (25%)	58 (18%)
SCHOOL 6	261	153 (59%)	60 (23%)	47 (18%)
12TH GR.	739	364 (39%)	239 (32%)	133 (18%)
9TH GR.	1112	610 (55%)	274 (25%)	218 (20%)
MALE	797	398 (50%)	228 (29%)	163 (20%)
FEMALE	928	498 (54%)	260 (28%)	168 (18%)

30. Do you feel that most of your teachers are interested in you?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1853	571 (31%)	898 (48%)	370 (20%)
SCHOOL 0	323	107 (33%)	164 (51%)	49 (15%)
SCHOOL 1	386	113 (29%)	225 (58%)	48 (12%)
SCHOOL 2	102	34 (33%)	39 (38%)	25 (25%)
SCHOOL 3	233	76 (33%)	103 (44%)	53 (23%)
SCHOOL 4	190	68 (36%)	68 (36%)	52 (27%)
SCHOOL 5	325	78 (24%)	160 (49%)	85 (26%)
SCHOOL 6	261	85 (33%)	120 (46%)	55 (21%)
12TH GR.	741	230 (21%)	408 (55%)	99 (13%)
9TH GR.	1112	341 (31%)	490 (44%)	271 (24%)
MALE	798	250 (31%)	377 (47%)	164 (21%)
FEMALE	928	281 (30%)	465 (50%)	179 (19%)

31. Do you feel that group guidance classes and assemblies have been helpful to you?

	RESPONDED	YES	NO	DON'T KNOW
ALL	1812	661 (36%)	798 (44%)	343 (19%)
SCHOOL 0	314	55 (18%)	194 (62%)	63 (20%)
SCHOOL 1	378	119 (31%)	207 (55%)	51 (13%)
SCHOOL 2	98	44 (45%)	28 (29%)	24 (24%)
SCHOOL 3	223	76 (33%)	103 (44%)	53 (23%)
SCHOOL 4	187	97 (52%)	42 (22%)	47 (25%)
SCHOOL 5	321	145 (45%)	122 (38%)	53 (17%)
SCHOOL 6	260	104 (40%)	107 (41%)	47 (18%)
12TH GR.	722	181 (25%)	420 (58%)	118 (16%)
9TH GR.	1090	480 (44%)	378 (35%)	225 (21%)
MALE	776	283 (36%)	347 (45%)	141 (18%)
FEMALE	915	326 (36%)	405 (44%)	180 (20%)

COMPILATION OF RESPONSES
TO THE
GUIDANCE PROGRAM REVIEW QUESTIONNAIRE
BY TEACHERS AND ADMINISTRATORS
OF
THE TOTAL GUIDANCE PROGRAM IN PONTIAC

N (All) = 220
N (School 0) = 39
N (School 1) = 37
N (School 2) = 21
N (School 3) = 33
N (School 4) = 26
N (School 5) = 20
N (School 6) = 43

1. Is the information in the CAP-39 of students in your classes useful to you?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	151 (69%)	33 (15%)	34 (16%)
SCHOOL 0	39	26 (67%)	3 (8%)	10 (26%)
SCHOOL 1	37	31 (84%)	5 (14%)	1 (3%)
SCHOOL 2	21	8 (38%)	9 (43%)	4 (19%)
SCHOOL 3	33	25 (76%)	5 (15%)	3 (9%)
SCHOOL 4	25	18 (72%)	4 (16%)	3 (12%)
SCHOOL 5	20	12 (60%)	4 (20%)	4 (20%)
SCHOOL 6	42	30 (71%)	3 (7%)	9 (21%)

2. Do you report to a student's counselor any important information which you may learn about the student?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	163 (75%)	52 (24%)	3 (1%)
SCHOOL 0	39	26 (67%)	3 (8%)	10 (26%)
SCHOOL 1	37	30 (81%)	5 (14%)	2 (5%)
SCHOOL 2	21	14 (67%)	7 (33%)	
SCHOOL 3	33	25 (76%)	8 (24%)	
SCHOOL 4	25	16 (64%)	9 (36%)	
SCHOOL 5	20	14 (70%)	6 (30%)	
SCHOOL 6	42	31 (74%)	10 (24%)	1 (2%)

3. Do you add pertinent information to the student's CAP-39, such as checking and up dating the information already written?

	RESPONDED	YES	NO	DON'T KNOW
ALL	217	61 (28%)	146 (67%)	10 (5%)
SCHOOL 0	39	9 (23%)	30 (77%)	
SCHOOL 1	37	10 (27%)	24 (65%)	3 (8%)
SCHOOL 2	21	8 (38%)	11 (52%)	2 (10%)
SCHOOL 3	33	12 (36%)	20 (61%)	1 (3%)
SCHOOL 4	24	8 (33%)	15 (75%)	1 (4%)
SCHOOL 5	20	5 (25%)	15 (75%)	
SCHOOL 6	42	12 (29%)	29 (69%)	1 (2%)

4. Have you requested information or a teaching unit on jobs in your field to present to your classes?

ALL	217	44 (20%)	167 (77%)	6 (30%)
SCHOOL 0	39	8 (21%)	31 (79%)	
SCHOOL 1	37	4 (11%)	31 (84%)	2 (5%)
SCHOOL 2	21	9 (43%)	12 (57%)	
SCHOOL 3	33	12 (36%)	21 (64%)	
SCHOOL 4	24	4 (17%)	18 (75%)	2 (8%)
SCHOOL 5	20	3 (15%)	17 (85%)	
SCHOOL 6	42	4 (10%)	37 (88%)	1 (2%)

5. Do you provide opportunities for students to talk with people from business and industry?

ALL	217	71 (33%)	141 (65%)	4 (2%)
SCHOOL 0	39	16 (41%)	23 (59%)	
SCHOOL 1	37	20 (54%)	15 (41%)	2 (5%)
SCHOOL 2	21	11 (52%)	9 (43%)	1 (5%)
SCHOOL 3	33	8 (24%)	25 (76%)	
SCHOOL 4	24	4 (17%)	20 (83%)	
SCHOOL 5	20	5 (25%)	15 (75%)	
SCHOOL 6	42	7 (17%)	34 (81%)	

6. Do counselors interact with other staff members in an effective manner?

ALL	218	128 (59%)	55 (25%)	35 (16%)
SCHOOL 0	39	18 (46%)	11 (28%)	10 (26%)
SCHOOL 1	37	20 (54%)	13 (35%)	4 (11%)
SCHOOL 2	21	16 (76%)	3 (14%)	2 (10%)
SCHOOL 3	33	30 (91%)	3 (9%)	
SCHOOL 4	25	9 (36%)	9 (36%)	7 (28%)
SCHOOL 5	20	13 (65%)	3 (15%)	4 (20%)
SCHOOL 6	42	22 (52%)	12 (29%)	9 (19%)

7. Do counselors communicate effectively with students?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	90 (41%)	42 (19%)	86 (39%)
SCHOOL 0	39	9 (23%)	10 (26%)	20 (51%)
SCHOOL 1	37	12 (32%)	8 (22%)	17 (46%)
SCHOOL 2	21	13 (62%)	7 (33%)	
SCHOOL 3	33	25 (76%)	1 (3%)	7 (21%)
SCHOOL 4	25	7 (28%)	5 (20%)	13 (52%)
SCHOOL 5	20	11 (55%)	2 (10%)	7 (35%)
SCHOOL 6	42	13 (31%)	14 (33%)	15 (36%)

8. Do counselors endeavor to assist you with the problems of individual students?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	169 (78%)	40 (18%)	9 (4%)
SCHOOL 0	39	29 (74%)	7 (18%)	3 (8%)
SCHOOL 1	37	28 (76%)	6 (16%)	3 (8%)
SCHOOL 2	21	18 (86%)	3 (17%)	
SCHOOL 3	33	30 (91%)	3 (9%)	
SCHOOL 4	25	20 (80%)	5 (20%)	
SCHOOL 5	20	17 (85%)	3 (15%)	
SCHOOL 6	42	27 (64%)	12 (29%)	3 (7%)

9. Do the counselors give you assistance in interpreting the test and record data of a student?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	144 (66%)	48 (22%)	25 (11%)
SCHOOL 0	39	22 (56%)	14 (36%)	3 (8%)
SCHOOL 1	37	24 (65%)	9 (24%)	4 (11%)
SCHOOL 2	21	12 (57%)	4 (19%)	5 (24%)
SCHOOL 3	32	29 (91%)	3 (9%)	
SCHOOL 4	26	17 (65%)	7 (27%)	1 (4%)
SCHOOL 5	20	9 (45%)	3 (15%)	8 (40%)
SCHOOL 6	42	31 (74%)	8 (19%)	3 (7%)

10. Do counselors make referrals to Pupil Personal Services when you request the help of a nurse, social worker, or psychologist?

	RESPONDED	YES	NO	DON'T KNOW
ALL	219	106 (48%)	14 (6%)	97 (44%)
SCHOOL 0	39	17 (44%)	2 (5%)	20 (51%)
SCHOOL 1	37	15 (41%)	3 (8%)	19 (51%)
SCHOOL 2	21	10 (48%)	3 (14%)	8 (38%)
SCHOOL 3	33	20 (61%)		13 (39%)
SCHOOL 4	25	11 (44%)	3 (12%)	10 (40%)
SCHOOL 5	20	10 (50%)		10 (50%)
SCHOOL 6	43	23 (53%)	2 (5%)	17 (40%)

11. Do counselors provide you with follow-up information on students who have been referred?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	94 (43%)	82 (38%)	42 (19%)
SCHOOL 0	39	18 (46%)	17 (44%)	4 (10%)
SCHOOL 1	37	13 (35%)	16 (43%)	8 (22%)
SCHOOL 2	21	13 (62%)	5 (24%)	3 (14%)
SCHOOL 3	33	20 (61%)	5 (15%)	8 (24%)
SCHOOL 4	25	9 (36%)	12 (48%)	4 (16%)
SCHOOL 5	20	8 (40%)	9 (45%)	3 (15%)
SCHOOL 6	42	13 (31%)	17 (40%)	12 (29%)

12. Do counselors include the teacher in individual student cases' conferences?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	55 (25%)	109 (50%)	54 (25%)
SCHOOL 0	39	2 (5%)	27 (69%)	10 (26%)
SCHOOL 1	37	7 (19%)	24 (65%)	6 (16%)
SCHOOL 2	21	12 (57%)	5 (24%)	4 (19%)
SCHOOL 3	33	11 (33%)	5 (15%)	17 (52%)
SCHOOL 4	25	4 (16%)	15 (60%)	6 (24%)
SCHOOL 5	20	9 (45%)	7 (35%)	4 (20%)
SCHOOL 6	42	10 (24%)	25 (60%)	7 (17%)

13. Do counselors assist you with guidance material on future occupations in the classroom?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	55 (25%)	109 (50%)	54 (25%)
SCHOOL 0	39	5 (13%)	29 (74%)	5 (13%)
SCHOOL 1	37	6 (16%)	25 (68%)	6 (16%)
SCHOOL 2	21	9 (43%)	7 (33%)	5 (24%)
SCHOOL 3	33	21 (64%)	7 (21%)	5 (15%)
SCHOOL 4	26	3 (12%)	17 (65%)	5 (19%)
SCHOOL 5	20	2 (10%)	13 (65%)	5 (25%)
SCHOOL 6	43	7 (16%)	26 (60%)	9 (21%)

14. Have you requested information or a teaching unit of jobs in your subject field to present to your classes?

	RESPONDED	YES	NO	DON'T KNOW
ALL	216	34 (16%)	174 (81%)	8 (4%)
SCHOOL 0	39	6 (15%)	31 (79%)	2 (5%)
SCHOOL 1	37	2 (5%)	33 (89%)	2 (5%)
SCHOOL 2	21	4 (19%)	17 (81%)	
SCHOOL 3	32	11 (34%)	20 (63%)	1 (3%)
SCHOOL 4	24	3 (13%)	20 (83%)	1 (4%)
SCHOOL 5	20	4 (20%)	16 (80%)	
SCHOOL 6	42	4 (10%)	37 (88%)	1 (2%)

15. Do counselors provide opportunities for students to talk with people from business and industry?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	88 (40%)	44 (20%)	85 (39%)
SCHOOL 0	39	13 (33%)	8 (21%)	18 (46%)
SCHOOL 1	37	17 (46%)	7 (19%)	13 (35%)
SCHOOL 2	21	14 (67%)	4 (19%)	3 (14%)
SCHOOL 3	33	17 (52%)	5 (15%)	11 (33%)
SCHOOL 4	25	8 (32%)	4 (16%)	12 (48%)
SCHOOL 5	20	13 (65%)	1 (5%)	6 (30%)
SCHOOL 6	42	6 (14%)	15 (36%)	21 (50%)

16. Do counselors provide opportunities for students to find out about post high school opportunities?

	RESPONDED	YES	NO	DON'T KNOW
ALL	217	118 (54%)	6 (3%)	93 (43%)
SCHOOL 0	39	19 (49%)		20 (51%)
SCHOOL 1	37	24 (65%)	3 (8%)	10 (27%)
SCHOOL 2	21	14 (67%)		7 (33%)
SCHOOL 3	33	21 (64%)		12 (36%)
SCHOOL 4	24	11 (46%)	2 (8%)	11 (46%)
SCHOOL 5	20	12 (60%)		8 (40%)
SCHOOL 6	42	17 (40%)	1 (2%)	24 (57%)

17. Do counselors help students get part time jobs?

	RESPONDED	YES	NO	DON'T KNOW
ALL	218	69 (32%)	27 (12%)	122 (56%)
SCHOOL 0	39	14 (36%)	4 (10%)	21 (54%)
SCHOOL 1	37	8 (22%)	5 (14%)	24 (65%)
SCHOOL 2	21	15 (71%)	1 (5%)	5 (24%)
SCHOOL 3	33	15 (45%)	2 (6%)	16 (48%)
SCHOOL 4	25	3 (12%)	8 (32%)	14 (56%)
SCHOOL 5	20	8 (40%)		12 (60%)
SCHOOL 6	42	6 (14%)	7 (17%)	29 (69%)

18. Do you think the school should help students with job placement in the 12th grade?

	RESPONDED	YES	NO	DON'T KNOW
ALL	219	196 (89%)	17 (8%)	5 (2%)
SCHOOL 0	39	34 (87%)	3 (8%)	2 (5%)
SCHOOL 1	37	33 (89%)	3 (8%)	1 (3%)
SCHOOL 2	21	21 (100%)		
SCHOOL 3	33	30 (91%)	3 (9%)	
SCHOOL 4	26	21 (81%)	2 (8%)	2 (8%)
SCHOOL 5	20	17 (85%)	3 (15%)	
SCHOOL 6	42	40 (95%)	2 (5%)	

19. Do you feel that counselors should use small group counseling to help students in social and personal adjustments?

	RESPONDED	YES	NO	DON'T KNOW
ALL	219	196 (89%)	17 (8%)	5 (2%)
SCHOOL 0	39	25 (64%)	8 (21%)	6 (15%)
SCHOOL 1	37	22 (59%)	5 (14%)	10 (27%)
SCHOOL 2	21	18 (86%)		3 (14%)
SCHOOL 3	33	28 (85%)	3 (9%)	2 (6%)
SCHOOL 4	25	13 (52%)	6 (24%)	6 (24%)
SCHOOL 5	20	17 (85%)	2 (10%)	1 (5%)
SCHOOL 6	42	27 (64%)	6 (14%)	9 (21%)

20. Do you feel that counselors should provide students with small group counseling in dealing with race problems?

ALL	218	147 (67%)	33 (15%)	38 (17%)
SCHOOL 0	39	20 (51%)	8 (21%)	11 (28%)
SCHOOL 1	37	23 (62%)	5 (14%)	9 (24%)
SCHOOL 2	21	18 (86%)	1 (5%)	2 (10%)
SCHOOL 3	33	26 (79%)	4 (12%)	3 (9%)
SCHOOL 4	25	13 (52%)	7 (28%)	5 (20%)
SCHOOL 5	20	17 (85%)	1 (5%)	2 (10%)
SCHOOL 6	42	30 (71%)	6 (14%)	9 (21%)

21. Do you feel counselors should provide group guidance programs to help students prepare for their future?

ALL	218	165 (76%)	29 (13%)	24 (11%)
SCHOOL 0	39	34 (87%)	5 (13%)	
SCHOOL 1	37	27 (73%)	7 (19%)	3 (8%)
SCHOOL 2	21	15 (71%)	2 (10%)	4 (19%)
SCHOOL 3	33	29 (88%)	1 (3%)	3 (9%)
SCHOOL 4	25	15 (60%)	5 (20%)	5 (20%)
SCHOOL 5	20	14 (70%)	3 (15%)	3 (15%)
SCHOOL 6	42	31 (74%)	5 (12%)	6 (14%)

22. Do you feel that counselors devote a sufficient amount of time in dealing with parents and community groups?

ALL	218	31 (14%)	98 (45%)	89 (41%)
SCHOOL 0	39	4 (10%)	18 (46%)	17 (44%)
SCHOOL 1	37	5 (14%)	18 (49%)	14 (38%)
SCHOOL 2	21	6 (29%)	9 (43%)	6 (29%)
SCHOOL 3	33	6 (18%)	11 (33%)	16 (48%)
SCHOOL 4	25	5 (20%)	13 (52%)	7 (28%)
SCHOOL 5	20	2 (10%)	11 (55%)	7 (35%)
SCHOOL 6	42	3 (7%)	18 (43%)	21 (50%)

	RESPONDED	SCHEDULING	VOCATIONAL PLANNING	PERSONAL PROBLEMS	ACADEMIC PROBLEMS	GROUP COUNSELING
23. In your judgement, which area do counselors spend most of their time?						
ALL	211	141 (67%)	3 (1%)	51 (24%)	11 (5%)	5 (2%)
SCHOOL 0	39	31 (79%)	1 (3%)	3 (8%)	4 (10%)	
SCHOOL 1	36	27 (75%)		8 (22%)		1 (3%)
SCHOOL 2	19	3 (16%)		14 (74%)	1 (5%)	1 (5%)
SCHOOL 3	33	27 (82%)	2 (6%)	4 (12%)		
SCHOOL 4	25	16 (64%)		5 (20%)	3 (12%)	1 (4%)
SCHOOL 5	18	7 (39%)		8 (44%)	1 (6%)	2 (11%)
SCHOOL 6	40	30 (75%)		8 (20%)	2 (5%)	
24. In your judgement, which area should your counselors spend most of their time?						
ALL	211	3 (1%)	54 (26%)	75 (36%)	50 (24%)	28 (13%)
SCHOOL 0	39		14 (36%)	14 (36%)	9 (23%)	2 (5%)
SCHOOL 1	36	2 (6%)	16 (44%)	7 (19%)	7 (19%)	4 (11%)
SCHOOL 2	20		5 (25%)	11 (55%)	3 (15%)	1 (5%)
SCHOOL 3	33		7 (21%)	13 (39%)	6 (18%)	7 (21%)
SCHOOL 4	23		3 (13%)	10 (43%)	8 (35%)	1 (4%)
SCHOOL 5	18		2 (11%)	6 (33%)	7 (39%)	3 (17%)
SCHOOL 6	41	1 (20%)	7 (17%)	13 (32%)	10 (24%)	10 (24%)

	RESPONDED	COUNSELOR	TEACHER	PRINCIPAL	PARENT	FRIEND
25. When students have problems about school, where do you believe they tend to go for help?						
ALL	213	84 (39%)	32 (15%)	16 (8%)	4 (2%)	76 (36%)
SCHOOL 0	39	5 (13%)	13 (33%)	1 (3%)	1 (3%)	19 (49%)
SCHOOL 1	34	15 (44%)	5 (15%)		1 (3%)	13 (38%)
SCHOOL 2	21	9 (43%)	2 (10%)	6 (29%)		4 (19%)
SCHOOL 3	32	17 (53%)	3 (9%)			12 (38%)
SCHOOL 4	25	13 (52%)	5 (20%)	4 (16%)	1 (4%)	2 (8%)
SCHOOL 5	20	10 (50%)	2 (10%)		1 (5%)	7 (35%)
SCHOOL 6	41	14 (34%)	2 (5%)	5 (12%)		19 (46%)
26. When students have personal problems, where do you believe they tend to go for help?						
ALL	206	43 (21%)	20 (10%)	3 (1%)	9 (4%)	131 (64%)
SCHOOL 0	37	3 (8%)	5 (14%)		2 (5%)	27 (73%)
SCHOOL 1	35	5 (14%)	3 (9%)		2 (6%)	25 (71%)
SCHOOL 2	21	6 (29%)	4 (19%)	2 (10%)		9 (43%)
SCHOOL 3	31	5 (16%)	1 (3%)			23 (74%)
SCHOOL 4	24	8 (33%)	3 (13%)	1 (4%)	2 (8%)	10 (42%)
SCHOOL 5	20	6 (30%)	1 (5%)		1 (5%)	12 (60%)
SCHOOL 6	37	10 (27%)	3 (8%)			24 (65%)

5. Summary of the Report

f. Conclusions and Recommendations.

Conclusions of Elementary Program

The counselors, although late in setting up their programs, demonstrated competence in helping students become more aware of the world of work and more aware of their own interests, abilities and aspirations. The consultants, with the active support of teachers, parents, and administration, planned and implemented activities that provided students with a broad orientation to careers. A team effort on the part of the school psychologist, social worker, and nurse worked with the counselor to assist teachers in the understanding and improvement of student attitudes and adjustment in school. Counselors worked on a total developmental guidance program in the school to raise self concept and aspirational level of students.

Conclusions of Junior and Senior High Programs

Although most of the emphasis was place on the elementary component this year, some results were made in the secondary component.

In addition to what was already going on in the secondary schools some inroads were made. Field trips, role models and a unit were being used in the secondary schools. The students were made aware of the vocational opportunities of the Vocational Center and technical programs at Oakland Community College.

A study was made of the secondary counseling program, which will result in a new role for counselors in Pontiac.

The biggest problem was one of coordination, with the new management team set up, this should solve this problem.

Next year greater emphasis will be placed on the secondary phase to continue on the progress we have made in the elementary component.

Recommendations

Recommendations for next year include inservice for all teachers in buildings working with an elementary consultant, closer relationship between elementary and secondary programs, more parent involvement, more use of student role models, placing consultants one day a month in another school to work with teachers in career development, and development of other activities with the purpose of increased student awareness of the world of work.

Recommendations for the Junior High were as follows: use of the management team for better coordination between elementary and junior high programs, use of career units in social studies and math, development of on-the-job work experiences, development of group guidance sessions on future opportunities, and development of monthly career assembly programs, role model programs and field trips.

Recommendations for Senior High include developing better coordination with business and industry, developing better placement service for part and full time jobs, using career units in English and math classes, developing training programs for second semester seniors and exposing students to role models, businesses, industries and educational opportunities.

6. Body of the Report

a. Problem area

A great consideration within education today is the needed preparation for future vocational employment of our youth. Many children view education as being irrelevant to a future job. Too often students leave high school with little or no awareness of what the world is about. They have had few opportunities to be exposed to the adult world entailing entering an occupational area to be a fully functioning citizen in society.

There exists a problem, then, of introducing all children to the world of work. The need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is obvious if they are to participate equally in our society.

Kemp (1966) outlines problems facing disadvantaged youth:

> A tendency for them to stay within their immediate environment and thus remain unfamiliar with areas beyond their neighborhood problems. Little experience with successful adult "models" whom they can look up to.
>
> A scarcity of such things as books, instructive toys, pencils and paper, and the inability of anyone in the home to explain their use.
>
> Parents who do not have time or the knowledge to teach their children or to help them acquire information and good experience.
>
> A slum environment which lacks variety and stimulation for a healthy life.
>
> A lack of successful experiences, which conditions them for failure and demoralizes them to the extent of creating a negative self-image and low estimate of their own competencies.
>
> An education which does not meet their need for occupational training and frequently seems unrelated to their world.

Another important problem of disadvantaged youth is that their peers, parental figures and other authority figures are representative of a limited career range. The growth processes of these students have been affected due to environmental and economical status. Many lack an upbringing by dual parental authorities. Fathers are frequently non-existant; mothers are oftentimes supported by ADC so that even less vocational awareness is provided.

Super (1969) states that a ghetto youngster who has fewer opportunities from which to choose may still make choices in the same as the middle class boy or girl with more opportunities. He agrees with most other writers that absence of a father contributes to low level of vocational awareness.

Just as important but less publicized are the problems of middle income students. The majority of suburban middle income homes have the advantage of both parents present in the home but oftentimes the professional father commutes to and from work leaving little time to spend with his family. Father is unavailable as a role model due to this factor.

The majority of middle income students realize the necessity of post-high school training but they are unaware of the avenues open to them after they have finished high school.

Regardless of their income level, all children need vocational awareness. Deutsch (1969) studied fourth, fifth, and sixth graders in a 99% Negro school and an all-white school. Academic performance, socio-economic varialbes, personality, self-attitude factors, and occupational aspirations were measured to determine how they were related. The two groups (experimental Negro and White control) were compared on each factor. He found that both Negro and white elementary boys aspire to high status occupations in an unrealistic way.

Thomas (1956) found some evidence that family socio-economic status is more influential than parents occupation alone in determining the aspirational level of boys.

Leonard (1968) found job aspirations of students in a low socio-economic level were affected by a program of career guidance activities. The level of aspiration of students in the experimental schools of the Developmental Career Guidance Program did increase significantly over that of students in the control schools.

Holloway and Berreman (1959) found that educational aspirations of both classes and both races were high and essentially equal. Lower classes, facing obstacles to achievement, plan somewhat lower than they aspire.

Most parents cannot offer sound advice to their children to assist them in their vocational aspirations. This reflects not a lack of concern on the part of the parents, but instead a rapidly changing job market. Gone are the days when father could bring his son to visit him on the job. The technological advances of our society have made it exceedingly difficult for parents to expose their children to any or all jobs.

It is generally believed that vocational choice is a developmental process originating in childhood. Ginzberg (1951) divided the process of occupational decision making into three distinct periods: Fantasy choice (ages 6-10), Tentative choice (ages 11-18), and Realistic choice (ages 18-24). Super (1953) used the term vocational development instead of vocational choice. When he developed his theory he identified five vocational developmental tasks.

The best and most logical place for vocational awareness to take place is in the school. Developmental Career guidance is an on-going process stressing the world of work and educational preparation for adult life in an ever-changing society. An effort should be made to create an atmosphere in our schools where an uderstanding of the world of work and of career demands is unavoidable. Almost every school subject, every structured or unstructured educational experience can be related to career planning, either directly or indirectly. As a young child enters school and as he rises through successive grades, an attempt should be made to affect his self concept. This would in turn affect the career development process. Super (1957) advanced the notion that vocational development is a process of attempted implementation of self concept. He stated that vocational self-concepts begin to form in childhood and become more clear in adolescence.

There is considerable evidence that many youths do not see themselves as worthy. They have a low level of aspiration because the world in which they live has rejected them.

Consequently, if youth are to raise their level of aspiration, they must be helped through counseling and career guidance activities to accept themselves.

6. Body of the Report

b. Goals and Objectives

Goals:

1. To provide broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

2. To provide work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

3. To provide students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time they leave the school. (Some of these training programs might be very intensive and of short duration.)

4. To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in postsecondary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

5. To provide the grantee or contractor to carry the program on with support from regular funding sources after termination of the Federal assistance under Part D of P.L. 90-576, since Federal assistance under Part D cannot exceed three years.

Objectives:

1. To increase student knowledge of occupations as measured by a pre-post administration of an occupational knowledge scale.

2. To improve the occupational self concept of students as measured by the pre-post administration of an Occupational Self Concept Scale.

3. To provide and compile information and materials to classroom teachers for inclusion in the regular school program.

4. To plan and conduct school-wide assemblies, career fairs, ect., which will provide students the stimulus to further explore and investigate careers.

5. To plan and assist in the conduct of a variety of field trips to nearby business and industry which will provide students with the opportunity to observe and talk with role models in the job setting.

6. To plan and assist in the conduct of field trips to other educational institutions, such as junior high industrial arts, high school automotive and electrical, junior college labs and workshops, business education institutes which will expose students to the opportunities available in education other than those normally classed as academic.

7. To schedule role models from various occupations and professions representing all races which will allow students the opportunity to question and gain first hand knowledge of the world of work.

8. To meet individually and in group sessions with parents to assist them in gaining a greater understanding of the opportunities available to their children in education and vocational training.

9. To coordinate the individual school program with other school district programs to insure a continuity of development for the students.

10. To coordinate the individual school program with programs available from other agencies and community groups.

11. To become active participants in a school district committee to study and revise the role of secondary counselors.

6. Body of the Report

c. Description of the general project design and the procedures followed:

The concept contained in this proposal centers around establishing the position of Elementary Career Guidance Consultant to combine the resources of (1) elementary school counselors, (2) the world of work as a part of the regular elementary program, (3) coordination of resources concerning the world of work now available at the elementary level, and (4) the development of positive student self concept.

During the first year of the program, plans were developed to provide training for the present secondary counselors, especially at the Junior high level, to offer continuity to the program and to the students involved in the program. Additional means were designed to continue and improve coordination of all resources.

Procedures
(a) General Design

The general plan for this program included the following elements:

1. We employed one program director in September, Robert Rochow.

2. We employed seven elementary career guidance consultants

2. A.	Linda Phillips	- September 1970
	Judy Battenschlag	- September 1970
	Deane Safir	- September 1970
	William White	- September 1970
	Beverly Weiss	- October 1970
	Jane Payne	- October 1970
	Minnie Smith	- January 1971

2. B. Christine Jones and Douglas Robinson were hired through regular school funds.

3. Planned and conducted a two week session for planning and orientation to community resources for the nine elementary career consultants.

4. Principals, teachers and parents were scheduled to meet with the consultants during this period.

5. Each guidance consultant was assigned to one elementary school for the 1970-1971 year.

6. Each consultant met with their faculties as a group with the director to explain program.

7. Each consultant met individually with each teacher to go over program objectives.

8. During the regular school year a inservice training session was held for teachers from the project schools at the Northeast Oakland Vocational Education Center.

9. Career Guidance is an on-going process. Emphasis was placed on the developmental aspects of career knowledge, aspiration selection and preparation. The specific activities of the Career Guidance Consultant will be modified by the needs of the particular school. However, each program followed these guidelines.

Child Guidance

Individual guidance and counseling was offered to those children in need of individual assistance. The service will extrinsically not be one of clinical nature but, rather, emphasize the concern of a trained adult in the mature development of a child.

Group guidance and counseling was implemented to broaden the perceptions of the students by making them more aware of their own values, attitudes, aspirations and interests. The consultant will seek to free students to explore themselves and the world around them.

Curriculum Involvement

Classroom Activities: The consultant assisted and conducted in-class programs dealing with vocational education. The focus of these activities will be one of making classroom learnings more meaningful to the students.

School-Wide Activities: The consultant attempted to stimulate further exploration and investigation into careers through school-wide programs such as assemblies, career fairs, employment agencies, etc.

Role Models

Field trips were conducted to nearby businesses and industries as a means of increasing the awareness of the students to the world of work. The students were afforded the opportunity to interact with, talk with and observe workers on the job; thus giving them a more realistic understanding of work and hopefully helping them select more appropriate role models than those they normally would be exposed to.

Speakers from various occupations; skilled trades professions, white-collar workers, etc. were brought into the schools to allow students the opportunity to gain first-hand knowledge about the world of work and to assist them in identifying with a wider range of adults.

Parental Involvement

The consultants worked with parent groups to assist them in gaining a greater understanding of the opportunities in educational and vocational training. The consultants realized that parent aspirations will greatly determine the aspirations of their children and should work to raise them.

Community Involvement

Consultants worked with community agencies and groups to help coordinate the efforts of the school's program with those of the community.

10. A planning committee involving program staff, secondary counselors, and others were formed to begin examination of the role of secondary guidance personnel.

(b) Schools or Locations

Seven Pontiac elementary schools were selected for this program and two elementary schools which presently have guidance counselors under NDEA 5-A will modify their present programs.

The seven elementary schools identified below were selected to provide a demonstration population that would represent both the racial factors and the socio-economic factors represented by the total school district.

Bethune Elementary School
McConnell Elementary School (NDEA 5-A)
Wilson Elementary School
These three schools are located in the present ESEA Title I target area. The school enrollment is predominantly Negro.

Central Elementary School
Herrington Elementary School
Twain Elementary School (NDEA 5-A)
Central and Twain qualified in the school district's original ESEA Title I target area (which was reduced in 68-69 from 14 schools to 7 schools). Herrington is located on the fringe of the original target area. All three schools are integrated ranging from 17% to 45% Negro.

Baldwin Elementary School
Wisner Elementary School
These two schools were qualified in the original ESEA Title I target area representing economic and educational deprivation, below the district norm. Baldwin, Wisner, and Central also represent the elementary schools that have the largest concentration of Spanish-American students (9%, 15% and 12% respectively).

Whitfield Elementary School
This school represents the middle income, predominantly white areas of the school district.

The second general criteria used in selecting some of these schools for this demonstration program is their relationship to the construction of an elementary educational park (Human Resources Center) that is scheduled for completion in the Fall of 1971. The present plans call for students from Central and McConnell plus some students from Baldwin and Wilson to attend the HRC. Wisner and Twain are adjacent to this general attendance area.

The Human Resource Center will be located near the dividing lines between the black and white communities. In this way it is hoped to achieve a racial composition within the student population of approximately 40% black and 60% white. The H.R.C. has three major goals. 1) The instructional program within the H.R.C. will be non-graded and designed to implement the concept of individualized instruction through a cooperative or team approach to instruction. 2) A special community wing has been planned that will include office space and health clinic space for other service agencies that work with clientele in the broad attendance area. The existing social services will then be located within the immediate neighborhood and will be coordinated with the educational program. 3) The City of Pontiac will embark on a program of physical renewal of the neighborhood through local resources and H.U.D.

The school district has committed about 3.5 million dollars to this project. In addition, a grant of 1.1 million dollars from Neighborhood Facilities, H.U.D., has been received to construct the community wing of the H.R.C.

Six major areas of concern in instruction closely complement the goals of this proposal. 1) A plan for early childhood or pre-school education in conjunction with the home. 2) Building construction and a teaching plan to implement individualized instruction. 3) Comprehensive involvement of community in building and program planning, adult education and adult recreation. 4) Establishing the H.R.C. as the in-service training center for the School District and as an Oakland University lab school for teacher training in both early childhood and elementary. 5) The construction of office space for use by other agencies and potential employers as a neighborhood recruiting center. 6) The construction of Home Economics Room and a Practical and Fine Arts Room for elementary students.

In summary, the nine schools involved (seven under this proposal and two under NDEA 5-A) include seven identified as economically and educationally disadvantaged under ESEA Title I guidelines, one fringe area school, and one middle income school. The school enrollments include predominantly Negro, integrated, concentrations of Spanish-American, and White. Four of the schools will be directly involved in the Human Resource Center.

(c) Participants

The student population in the nine elementary schools have been described in the preceeding section in terms of racial, socio-economic, and educational disadvantaged data. The following information describes the total school district.

The City of Pontiac is an industrial city of 85,000 people located in the northern section of Oakland County. It is 25 miles northwest of downtown Detroit. Pontiac is an old established city operating under a commission and city manager.

Three large General Motors plants are located within the city and offer employment, directly or indirectly, to a large majority of the poplation. The three plants contribute about 50% of the local tax revenue. The working force is about half blue collar and half white collar. Approximately 25% of the population is Negro.

According to the 1960 Census the School District of the City of Pontiac including 120,000 people as compared with almost 700,000 people in Oakland County and 7,800,000 in the State of Michigan. The 25% Negro population exceeds the Negro percentage of both the state and county level. The percentage of economically deprived persons also exceeds the state and county level as evidenced by the distribution of E.S.E.A. Title I and O.E.O. programs.

The City of Pontiac has a total population of 82,233, according to 1960 census figures. This represents 19,734 families. The following chart shows the relationship of the total families to the low income families.

Income	1960 Census Number of Families	Adjusted 1968 Families	Adjusted Percent of Total Families
$0-999	708	849	4.3
$1000-1999	1232	1478	7.4
$2000-2999	1182	1418	7.1
$3000-3999	1388	1665	8.4
TOTAL	4510		27.2

The following chart illustrates the racial composition of the total school district.

The School District of the City of Pontiac

Enrollments of White, Black, and Spanish American Pupils
(Fourth Friday Enrollments)

		WHITE				BLACK				SPANISH-AMERICAN			
	1970-71	Number		% of Total		Number		% of Total		Number		% of Total	
	Enroll.	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70
igh													
al	2,187	1,182	1,053	54.05	49.14	923	1,000	42.20	46.66	82	90	3.75	4.20
ern	2,026	1,478	1,781	72.95	81.43	474	321	23.40	14.68	74	85	3.65	3.89
bound	4	1	---	25.00	-----	3	---	75.00	-----	—	--	-----	-----
igh													
rn	936	145	243	15.49	24.28	737	678	78.74	67.73	54	80	5.77	7.99
son	506	---	3	-----	.56	499	524	98.62	97.40	7	11	1.38	2.04
dy	855	831	810	97.19	97.71	13	4	1.52	.48	11	15	1.29	1.81
ln	878	773	729	88.04	91.35	13	5	1.48	.63	92	64	10.48	8.02
on	1,145	884	941	77.21	79.81	214	204	18.69	17.30	47	34	4.10	2.89
ngton	975	697	711	71.49	65.47	262	315	26.87	29.00	16	60	1.64	5.53
bound		---	1	-----	8.33	---	11	-----	91.67	—	—	-----	-----
ary													
:	542	486	490	89.67	90.40	19	10	3.50	1.85	37	42	6.83	7.75
y	496	---	2	-----	.40	488	481	98.39	97.37	8	11	1.61	2.23
in	607	540	584	88.96	92.70	7	---	1.15	-----	60	46	9.89	7.30
ne	381	2	1	.52	.23	379	424	99.48	99.07	---	3	-----	.70
al	420	222	289	52.86	69.64	156	74	37.14	17.83	42	52	10.00	12.53
ot	500	252	249	50.40	57.24	224	170	44.80	39.08	24	16	4.80	3.68
son	722	632	692	87.53	98.02	13	---	1.80	-----	77	14	10.67	1.98
lin	397	16	12	4.03	2.99	380	388	95.72	96.76	1	1	.25	.25
	650	168	199	25.85	29.79	458	423	70.46	63.32	24	46	3.69	6.89
orne	351	338	356	96.30	96.22	7	9	1.99	2.43	6	5	1.71	1.35
ngton	623	367	362	58.91	60.94	230	206	36.92	34.63	26	26	4.17	4.38
;	161	157	169	97.52	100.00	3	---	1.86	-----	1	--	.62	-----
ron	519	476	529	91.71	95.66	13	7	2.51	1.27	30	17	5.78	3.07
ellow	591	268	316	45.35	56.03	260	207	43.99	36.70	63	41	10.66	7.27
m	497	487	545	97.99	97.85	---	---	-----	-----	10	12	2.01	2.15
rroll	360	325	335	90.28	90.30	10	9	2.78	2.43	25	27	6.94	7.27
nnell	725	22	45	3.03	6.10	682	646	94.07	87.53	21	47	2.90	6.37
	589	561	616	95.25	95.65	2	2	.34	.31	26	26	4.41	4.04
rs	411	407	402	99.03	98.52	3	2	.73	.50	1	4	.24	.98
n	760	404	426	53.16	52.66	344	365	45.26	45.12	12	18	1.58	2.22
ter	841	809	864	96.20	96.53	15	10	1.78	1.12	17	21	2.02	2.35
r	324	318	345	98.15	98.85	---	---	-----	-----	6	4	1.85	1.15
ield	566	562	622	99.29	99.36	---	---	-----	-----	4	4	.71	.64
nan	532	429	431	80.64	79.52	49	64	9.21	11.81	54	47	10.15	8.67
ier	418	6	1	1.44	.23	412	433	98.56	98.86	---	4	-----	.91
s	290	272	280	93.79	96.88	6	1	2.07	.35	12	8	4.14	2.77
on	487	12	23	2.46	4.46	457	471	93.84	91.28	18	22	3.70	4.26
er-	405	348	365	85.93	85.08	12	10	2.96	2.33	45	54	11.11	12.59
y	124	98	93	79.03	77.50	10	10	8.07	8.33	16	17	12.90	14.17
bound	6	2	---	33.33	-----	2	1	33.33	100.00	2	--	33.33	-----
lem.	14,295	8,986	9,643	62.86	65.59	4,641	4,423	32.47	30.09	668	635	4.67	4.32
. High	5,295	3,330	3,438	62.89	63.16	1,738	1,741	32.82	31.99	227	264	4.29	4.85
. High	4,217	2,661	2,834	63.10	65.45	1,400	1,321	33.20	30.51	156	175	3.70	4.04
K-12	23,807	14,977	15,915	62.91	65.03	7,779	7,485	32.68	30.58	1,051	1,074	4.41	4.39

s:

1. American Indians, Orientals, and others are counted as White in the figures given above.
2. 1969-70 -- 52 sixth grade pupils from Crofoot are housed at Washington and are included in the Washington enrollment
3. 1970-71 -- 65 fourth grade pupils from Central Elementary are housed at Longfellow and are included in the Longfellow enrollment.

School	7	8	9	10	11	12	Spec.	I.I.P.	Total
Eastern	334	312	290						936
Jefferson	159	183	135				29		506
Kennedy	283	269	271				32		855
Lincoln	295	293	290						878
Madison	370	374	359				42		1,145
Washington	325	342	308						975
TOTAL	1,766	1,773	1,653				103		5,295
Central High				840	654	598	48	47	2,187
Northern High				682	705	596	43		2,026
TOTAL				1,522	1,359	1,194	91	47	4,213

TOTALS

K-6	14,289
7-9	5,295
10-12	4,213
K-12	23,797
Homebound	10
Total	23,807

The K-12 enrollment represents the number of day school students. When using these enrollments in allocating K-12 staff, planning K-12 facilities, and developing the School District budget for K-12 programs, the pupils listed for the I.I.P. and Homebound should not be counted.

SUMMARY OF ALL ENROLLMENTS

	Individuals Enrolled	Individual Enrollments Pro-rated for State Aid Membership
Elementary (K-6)	14,289.00	14,289.00
Junior High (7-9)	5,295.00	5,295.00
Senior High (10-12)	4,213.00	4,195.00
Homebound	10.00	10.00
High School Credit - Evening Program		454.66
Post Graduates	32.00	9.32
Non-Public	1.00	.16
Under Graduates	673.00	411.22
Basic Education	136.00	33.96
Total	24,649.00	*24,243.66

*Subject to audit by Michigan Department of Education

This project would specifically serve seven elementary schools enrolling 4008 students. Two schools with programs financed through NDEA V-A whose programs would be modified to complement this project, enroll 1547 students. This total project would thus serve 31% of the 14,701 elementary students in Pontiac or 23% of the 24,474 K-12 student enrollment.

The school district has in past years provided all auxillary services available to public school students to parochial students as specified in the State School Laws and as stipulated in various categorical state and federal programs. However, three of the four parochial elementary schools have closed and are not operating during 69-70. There is a strong indication that the remaining parochial schools will not open for 70-71. In the event it does remain open, the services available through this program will be made available to the parochial students, especially those eligible under ESEA Title I. It is estimated this would include about 50 students.

(d) Materials

"World of Work" Filmstrips K-3 series and 4-6 series
  Edu-Craft Inc.

"Widening Occupational Roles Kit"
  SRA

Focus On Self Development Kit
Science Research Association, Inc.

Duso Kits
  American Guidance Service, Inc.

Foundations for Occupational Planning
  Society for Visual Education, Inc.

Job Opportunities - Educational Filmstrips
  Society for Visual Education, Inc.

Book "Tensions"
  Beacon Press

The Beginning Sextant Books 'Come To Work With Us'
  Sextant Systems, Inc.

Book "The Potential of Vocational Education
  The Institute for Research on Human Resources

Book "On The Way To Work-Profiles of 5 Significant Schools
  Education Facilities Laboratories, Inc.

Elementary Teachers Guide To Free Curriculum Materials
  Education Progress Services, Inc.

Books "Vocational Education: The Bridge Between Man and
  and His Work" and "Vocational Education and Occupations (1969)"
  Superintendent of Documents

Qccupational Outlook Handbooks
  Superintendent of Documents

Book "Third Annual Report of the National Advisory
  Council on Vocational Education"
  Superintendent of Documents

Filmstrip Kits
  Cooperation, Sharing and Living Together
  School and Family Relations
  Housing, Money, Personal Problems
  Community and Community Workers
  Health and Safety
  American Guidance Service, Inc.

Modern Workers Poster
Community Helpers Activities
The Instructor Publications, Inc.

(e) Evaluation

The school district has established the Department of Research and Evaluation under the direction of Dr. Merle Smith. Dr. Merle Smith will develop the formal evaluation design, supervise its implementation, and compile the statistical data in summary form at the end of each year. The formal evaluation design will follow the format suggested below.

The general evaluation design for this proposal is a pre-post type. Various measures will be administrated to a random sample of students from the nine participating schools.

The first objective will be assessed by measuring the students' knowledge of different occupations at the beginning of the program and at the end of the program. The obtained mean scores will be compared with an appropriate statistical test.

The second objective will be assessed by use of a modified Occupational Self Concept Scale. Occupational self concept is defined in terms of the discrepency between ones career aspiration and his stated belief as to the realistic possibility of actually following such a career. Pre and post discrepency will be compared using appropriate statistical tests.

The objectives related to the role of the Elementary Career Guidance Counselor will be measured by:

1. tabulation of the number of
    a. field trips
    b. groups and individual sessions with parents, teachers and students
    c. assemblies or special programs
    d. visits by role models
2. descriptions of the types of materials developed by the career counselor

3. questionnaires given to the teachers and students for purpose of evaluation of the program and specific activities within the program.

(f) External Evaluation

External Evaluation by Dr. Theodore Ploughman. (See External Evaluation)

D. Major results and accomplishments achieved during the year

Elementary Component

Seven consultants were hired during the period of September and January.

Two consultants were included in the program as a result of a pilot program in Pontiac.

On September 14, 1970, after the program director was appointed, a two week workshop was held for the elementary counselors. (See Addendum #1)

The counselors or director attended or participated in eighteen workshops and conventions. (See Addendum #2)

Parents advisory group was set up and met with director monthly. (See Addendum #3)

Parent groups were set up in seven elementary schools to work with consultants.

Four Newsletters were developed and sent out to interested school systems in our project. (See Addendum #4)

Inservice training for elementary teachers was completed. (See Addendum #5)

Units have been developed for each grade level in the elementary project schools. (See Addendum #6)

The following people have been involved in our program as consultants:

a) Elmer Schick - Regional Officer
b) Dr. Gary Waltz - Director of Eric Center Professor of University of Michigan
c) Dr. Van Hoose - Professor of Wayne State University
d) James Martin - State Department
e) James Beavermyer - State Department

f) Sue Brown - Project officer from Washington, D.C.
g) Dr. Sid High - Project officer from Washington, D.C.
h) Dr. John Pietrofesa - Department - Chairman of Wayne State Counseling Program
i) Mr. Clark Blach - Director of Child Accounting
j) Mr. Arnold Embree - Director of Pupil Personnel
k) Mr. B.C. Van Koughnett - Director of Community Action Programs
l) Mr. M.C. Frottengeier - Director of Vocational and Technical Education
m) Dr. Robert Williams - Director of Guidance and Testing of Oakland County Schools
n) Dr. Joseph Messana - Director of Guidance and Testing of Oakland County Schools
o) Dr. Rudy Lockette - University of Michigan - Professor
p) Mrs. Gretchen Bowmen - Consultant, Vocational Rehabilitation
q) Mrs. Carol Irish - Consultant, Home Economics

City wide parent night - to explain career development concept to all parents, teachers, and administrators.

Six articles have been done in newspapers and journals about our program.

A program was developed to have all 6th grade students visit junior high schools.

Two studies have been done by elementary consultants.

The following are the objectives that have been accomplished during the year:

1. 191 teachers have been provided with information and work units by elementary guidance consultants.

2. 38 assemblies have been planned and conducted by the consultants.

3. 150 role models have been used in the elementary schools. (See Addendum # 12)

4. 170 field trips have been planned and conducted. (Addendum # 13)

5. 41 specific events have been planned by parent groups.

6. 155 teacher requests have been made for counselors as resource persons.

7. 23 secondary students have been helped by elementary counselors in vocational exploration.

8. 102 special activities, such as girls clubs, boys clubs, employment agencies have been set up in these schools. (See Addendum #14)

9. 1,500 elementary students have been given individual counseling.

10. 535 small group sessions have been held.

11. 233 parent conferences have been held.
12. 450 teacher conferences have been held to help students function better in school environment.
13. 180 conferences have been held with various pupil personnel people (social workers, psychologists, court workers, etc.) on a team approach basis.
14. 47 inservice education programs for teachers have been held by consultants.
15. 40 outside referrals have been made to find better placement for students.
16. 45 special programs have been presented for handicapped children.
17. Each counselor meets with principals, teachers, parents, and other administrators monthly to go over process of program.
18. An interdisciplinary team has been set up in each of the nine elementary project schools. (See Addendum #15)

Secondary Component

Mayor accomplishments and activities during the year.

A new management team was set up to better coordinate the K-12 career development program. (See Addendum #16)

Three city wide counselors meetings were held. (See Addendum #17)

Eight meetings were held with a counselor evaluation committee to develop an instrument to evaluate the secondary guidance program.

Two days of inservice were held with all vocational teachers about career development.

A program was set up to bring all 9th grade students to the vocational center (See Addendum #18)

Seniors from Northern High School were exposed to the program in technical trades and vocational education at Oakland Community College.

A unit was developed for junior high schools for grades 7-8-9 on career development.

Jefferson Jr. High developed a questionnaire asking students to determine interest in vocational planning and this was followed up by field trips and role models coming in to talk to students about these interests.

A program was approved by the management team to set up a crash program for seniors to obtain skills for employment on graduation next year.

A program was approved by management team to have a task force of teachers, counselors and parents write career development units for K-12 this summer.

A list of all vocational offerings were set up in the occupational cluster concept, that are presently being taught in Pontiac schools. (See Addendum #19)

6. Body of the Report

e. Evaluation of the Project

Submitted by Dr. Merle Smith, Evaluation Office, Community action Programs of the School District of the City of Pontiac, and Dr. Theodore Ploughman, Program Evaluator from Western Michigan University.

Product Evaluation Report

Pontiac Career Guidance Program
An Examplary Program
in
Vocational Education

OEC - 070-5183
Project F 0-361-0122

Merle Smith Ph.D.
Evaluation Office
Community Action Programs

Product Evaluation
Pontiac Career Guidance Program

This section of the evaluation report deals with the output of the career guidance program. Its purpose is to assess whether or not the program produced changes on the part of students in terms of their awareness of knowledge of occupations and improvement of occupational self-concept.

Description of the Program

A complete description of the program is given in the process section of the evaluation report. Briefly, the program consisted of the placement of nine elementary school counselors. Career guidance activities were instituted. The activities were assumed to lead to the accomplishment of the two major objectives of the program. The first objective was to increase the occupational knowledge of the students. The second objective was to improve the occupational self-concept of the students.

Occupational knowledge as used in the program and in this study refers to the students' ability to list occupations. Occupations were defined as income producing jobs capable of being classified into the major occupational fields. This is a very limited measure of occupational "knowledge" but such a definition made measurement among elementary school children possible. There was no attempt made to ascertain degree of knowledge. The ability to list an occupation was taken as an index of some knowledge about the given occupation.

The definition of vocational self-concept is more difficult to define in operational terms. Starishensky and Matlin (1963) in their discussion of a model for vocational self concept speak of occtalk and psychtalk. Occtalk consists of statements made by individuals in reference to membership in an occupational class. The authors contend that statements in occtalk can be translated into psychtalk. Psychtalk consists of self referent statements usually having value dimensions. Super (1963) defines vocational self concept in terms of ones' self as a member of an occupation. This latter definition was the one chosen for the program and study since it lends itself to measurement possibilities, to a greater extent than does the definition of Starishensky and Matlin. Occupational self concept thus as used in this study refers to the individuals' perception of himself within a given occupation. This to is a limited definition but was deemed suitable for a first year program and study. Considering the above definitions the statements of the program objectives might be stated in behavioral terms in the following manner.

Objective Number 1

The student will demonstrate an increase in occupational knowledge as indicated by a comparison of lists written by the students at the beginning of the program and lists written at the end of the program. The objective will be attained if the post test mean is significantly greater than the pre test means. (Significance at .05 level)

Objective Number 2

The students will demonstrate improvement of occupational self concept by selecting from a given list of ranked occupations, those occupations ranked high. This objective will be considered reached if the post test rankings are significantly higher than the pre test rankings.

reaching adulthood. The students selected occupations with rankings roughly similar to the North-Hatt rankings. The questions were imbedded in a 12 item scale modeled after the Career Guidance Survey developed by Leonard. (1968) Four of the items related directly to the students' perception of their occupational role. Four of the items attempted to measure the students occupational choice on the fantasy level. Students were also asked to select ranked occupations that they thought they had the ability to fulfill. To some extent, this latter measure could be considered a measure of aspiration. The total test thus consists of three subtests - fantasy - ability - reality, (FAR). There was also no attempt made to establish reliability or validity of this measure. Leonard does not provide statistical data. The scale had been used in a previous study by the author and found suitable for use with upper elementary students in term of item comprehension. The counselors upon giving the FAR, however, found that some of the items were difficult for some students. The scale was also criticized on the grounds that some of the rankings were not appropriate, the list of occupations were too short, and that there were too few occupations relevant to female students.

A measure used to obtain baseline data was the attitude scale of the Crites Vocational Development Inventory (VDI) constructed at the University of Iowa (Crites, 1969). This measure has a reported internal consistency coefficient of .74. The author reports that the attitude scale has acceptable content validity as indicated by Judges' agreements with the scoring key. The VDI was also used by one of the counselors in her masters thesis which compared scores obtained in a low income school and those obtained by students in a middle income school. (Phillips, 1970).

The Piers Harris Self Concept Scale was used by another counselor to test the effect of group counseling procedures on the self concept of problem students. (Weiss, 1970) The Piers-Harris Scale has been used extensively in self concept research within the Pontiac School District. It has a test-retest reliability of .72.

Data Collection Procedures

Of the nine elementary school counselors, six counselors administered the Occupational Knowledge Test (O.K.T.) and the F.A.R scale to all fourth, fifth, and sixth graders in their building. The tests were given in October of 1970 and in May of 1971. The tests were given in a group setting with the counselors reading the test directions and items along with the students. This was done to overcome any distortion of test scores due to reading level difficulty.

In one school only the fifth and sixth graders were given the F.A.R. scale and one school did not do any testing because of demands placed upon students due to their being tested at length throughout the school year for purpose of instituting an individualized instructional program during the 1971-72 school year. Incomplete data on some tests were obtained from another school due to the late employment of the counselor.

Only the O.K.T. was given to lower elementary students in the six schools where complete data are available. Counselors were asked to randomly select ten students from each lower elementary grade. Kindergarden students dictated their occupational lists to the counselors. The total number of children tested is given in the appropriate table in the result section of this evaluation.

The Piers Harris Self Concept Test was given on a pre-post basis in the study conducted by Weiss. The VDI was given to only sixth graders in February of 1970. The study done by Phillips also employed the VDI administered to fifth and sixth graders in two schools. The Weiss study and Phillips study are attached to the final report by the project director and will not be discussed in the result section of this report.

Data Analyses

Descriptive statistics include means and standard deviations on all pre-post test variables. The significance of pre and post test mean differences was assessed through employment of the t test for correlated samples. Raw scores were punched on IBM cards and the data were analyzed through use of the 360 IBM computer at Oakland Intermediate School District and the data analysis system available within the Pontiac School District. Dr. Rodney Roth and Dr. Loyal Joos of the Oakland Intermediate School District provided the author with considerable assistance as did Mr. Mel Staebler and Mr. Sam Counts of the data processing department of the Pontiac Public Schools.

Results

Table I below presents the occupational knowledge pre test means and standard deviations by grade level and schools.

Table I

Pre-Test Means, Standard Deviations O.K.T.

School and Grade Level		N	Mean	Standard Deviation
Bethune	4th	34	7.88	4.19
	5th	21	12.19	5.08
	6th	36	20.94	10.83

Table 1 continued

School and Grade Level		N	Mean	Standard Deviation
Wisner	4th	36	6.30	4.25
	5th	32	7.78	5.03
	6th	33	8.51	3.14
Baldwin	4th	39	6.46	4.48
	5th	39	6.46	3.95
	6th	29	21.93	11.04
Whitfield	4th	57	8.84	6.20
	5th	52	12.02	6.71
	6th	40	18.05	8.32
Herrington	4th	47	4.77	4.69
	5th	46	7.26	5.82
	6th	43	8.16	5.37
Twain	4th	53	7.09	5.82
	5th	27	7.29	6.05
	6th	46	11.65	6.92
Total Group		710	9.92	7.81

Inspection of Table I indicates that there is a persistent trend for the number of occupational listings to increase with grade level. This finding lends some credibility to the instruement in as much, logically, one would expect the means to increase with age.

Table II gives the post test means for the O.K.T. on the 4th, 5th, and 6th grade levels.

Table II

Post Test (O.K.T.) Means and Standard Deviations

School and Grade Level		N	Mean	Standard Deviation
Bethune	4th	34	12.58	9.87
	5th	21	22.86	12.12
	6th	36	39.53	13.33
Wisner	4th	36	23.11	8.70
	5th	32	37.41	11.53
	6th	33	33.33	15.38

Table II continued

School and Grade Level		N	Mean	Standard Deviation
Baldwin	4th	39	15.94	7.53
	5th	39	13.00	6.32
	6th	29	18.41	7.54
Whitfield	4th	57	23.59	10.46
	5th	52	26.33	12.45
	6th	40	33.15	15.64
Herrington	4th	47	16.70	9.19
	5th	46	16.93	8.72
	6th	43	18.60	9.91
Twain	4th	53	13.64	11.62
	5th	27	21.74	15.71
	6th	46	17.39	12.13
Total Group		710	22.02	13.63

The results reported in Table II show a trend similar to that in Table 1. That is, occupational knowledge increases with age although the trend is not as marked with post test data as with the pre test data. The fact that there are some reversals to this trend suggests that the relationship between age and occupational knowledge is not necessarily a linear one of a high magnitude of correlation.

Table III reports the t test findings when pre and post test means were compared. The t test here is the one reported by Garrett for use with correlated samples, (Garett, 1958).

Table III

t test O.K.T. 4th, 5th, and 6th graders

School and Grade Level	Pre Test Mean	Post Test Mean	Mean Difference	DF	t
Bethune					
4th	7.88	12.58	4.70	33	2.98**
5th	12.19	22.86	10.67	20	4.24**
6th	20.94	39.53	18.58	35	7.12**

Table III continued

School and Grade Level	Pre Test Mean	Post Test Mean	Mean Difference	DF	t
Wisner					
4th	6.30	23.11	16.80	35	14.57**
5th	7.78	37.41	29.62	31	16.87**
6th	8.51	33.33	24.81	32	9.61**
Baldwin					
4th	6.46	15.74	9.48	38	9.31**
5th	6.46	13.00	6.54	38	7.48**
6th	21.93	10.41	3.52	28	1.87
Whitfield					
4th	8.84	23.59	14.75	56	13.09**
5th	12.02	26.33	14.30	51	9.11**
6th	18.05	33.95	15.90	39	6.28**
Herrington					
4th	4.77	16.70	11.93	46	12.05**
5th	7.26	16.93	9.63	45	9.97**
6th	8.16	18.60	10.50	42	8.52**
Twain					
4th	4.09	13.64	6.55	52	5.15**
5th	7.29	21.74	14.45	26	6.34**
6th	11.65	17.39	5.73	45	3.49**
Total Group	9.92	22.02	12.10	709	26.80**

** significance at .01 level

As can be seen from Table III all the t tests except one are significant beyond the .01 level of confidence. It is quite clear that the post test means are significantly higher than the pre test means. One could theoretically assume then that the program met its first objective of increasing occupational knowledge among the students in the 4th, 5th, and 6th grades. These findings, however, must be interpreted in a cautious manner. There appears to be a positive relationship between age and level of occupational knowledge. The significant t tests could reflect this but it is impossible to explore this relationship in the absence of a control group. Any future research using the O.K.T. should make provision for this possibility. The fact that practically all schools showed significant increases at practically all grade levels is

The next set of results concern the growth of occupational knowledge among the lower elementary school children. Table IV presents the pre and post test means and standard deviations for the O.K.T. given to the lower elementary school children.

Table IV

Pre-Post Test Means, Standard Deviations O.K.T.
Lower Elementary Level.

School and Grade Level	N	Pre Test Mean	SD	Post Test Mean	SD	t
Bethune						
Kg.	10	2.80	1.25	5.80	3.31	2.52 ns
1st	10	6.00	2.44	7.60	4.58	0.91 ns
2nd	10	7.30	1.80	12.90	4.79	3.21 *
3rd	10	9.20	1.25	22.0	9.36	4.03 **
Baldwin						
Kg.	8	.620	.630	4.00	1.72	4.92 **
1st	10	3.30	1.21	7.50	3.16	3.72 **
2nd	10	3.00	1.51	7.30	2.83	4.03 **
3rd	8	7.50	3.87	14.87	4.31	3.49 **
Herrington						
Kg.	7	1.14	.346	10.66	4.69	4.90 **
1st	10	1.60	1.00	15.20	6.25	6.44 **
2nd	10	1.70	1.21	16.70	4.24	10.06 **
3rd	10	3.10	2.23	10.12	7.55	2.62 *
Whitfield						
Kg.	10	1.10	1.13	1.91	1.24	1.34 ns
1st	10	2.30	1.01	2.20	1.22	.1634 ns
2nd	10	2.40	.290	8.60	9.23	2.00 ns
3rd	10	3.10	2.03	10.50	5.83	3.53 **
Wisner						
Kg.	10	.60	.220	5.10	5.10	2.61 *
1st	10	2.9	1.810	9.50	6.85	2.77 *
2nd	10	2.70	1.10	15.60	8.00	4.74 **
3rd	10	2.60	1.22	24.30	20.50	3.15 *
Total	193	3.60	5.67	11.266	11.62	8.90 **

ns - non significant
* - significant at .05 level
** - significant at .01 level

For 9 degrees of freedom the required t at the .05 level equals 2.26, at the .01 level t equals 3.25 (t test here is for independent samples).

supportive evidence, however, that the activities carried out in the program had significant impact on the students. Moreover the fact that the fourth grade post test means are considerably above the fifth grade pre test means indicates that the difference in pre-post test means for a given grade level is not due to maturational factors above but rather are greatly influenced by the activities within the program. On the basis of maturation alone, one would expect the post test means of one grade to be quite similar to the pre test means of the next higher grade level.

The above table illustrates that the program obtained the objective of increasing occupational knowledge among the lower elementary school children. The gains are not nearly as large as those demonstrated by the upper elementary group, but still the majority of t test are significant at .05 and .01 levels. The comparison of gains among upper and lower elementary students suggest a differential effect of the program. Again the research design does not allow testing of an alternate explanation of gains being the result of maturational factors.

The next set of results pertain to the objective of improvement of occupational self concept defined here in terms of reality of choice.

The findings obtained from the F.A.R. scale will now be presented and discussed. Table V below gives the pre test means and standard deviations for the three subtests, Fantasy, Ability, and Reality.

Table V

Pre Test Means, Standard Deviations F.A.R. Scale

School and Grade Level	N	Fantasy		Ability		Reality	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Bethune							
4th	34	10.735	2.38	10.58	2.91	9.29	2.21
5th	21	9.24	2.05	8.81	1.63	9.19	3.08
6th	36	11.97	2.63	10.50	2.94	10.08	2.91
Wisner							
4th	36	10.86	2.53	9.91	2.46	8.81	2.50
5th	32	11.50	2.08	9.69	2.48	9.84	2.99
6th	33	11.51	2.33	10.45	2.34	9.81	2.67
Baldwin							
4th	39	11.28	2.58	11.53	2.65	9.84	2.45
5th	39	11.76	3.17	10.43	2.85	9.97	3.00
6th	29	11.13	2.97	11.13	2.29	10.34	2.27

Table V continued

School and Grade Level	N	Fantasy $\bar{X}$	Fantasy SD	Ability $\bar{X}$	Ability SD	Reality $\bar{X}$	Reality SD
Whitfield							
4th	57	12.10	2.36	11.26	2.24	9.93	2.65
5th	52	11.84	2.55	10.98	2.47	10.21	2.40
6th	40	12.47	2.34	10.75	2.74	10.97	2.73
Herrington							
4th	47	11.23	2.78	9.81	2.69	9.25	2.38
5th	46	11.61	3.02	10.56	3.08	10.34	2.87
6th	43	11.51	2.21	10.39	2.48	19.72	2.68
Twain							
4th	53	11.37	2.42	10.68	2.60	10.35	2.67
5th	27	11.59	2.88	11.29	2.59	10.55	3.09
6th	46	12.45	2.51	11.21	2.69	10.87	3.16
Total	710	11.55	2.60	10.618	2.64	10.00	2.73

Examination of the pre test data demonstrates a trend for the fantasy score to be higher than either the ability perception or reality perception. Each subtest has a total of sixteen points and the majority of fantasy mean scores are high. Noteworthy here is the restricted range of responses indicated by the small standard deviations. Evidently the scale items restrict student choice. This, in some respects, would be predictable from the views of Ginsberg who points out the role of fantasy in occupational choice development , (Ginsberg, 1966). There is a gradual decrease in scores from fantasy choice to ability to reality choice. A possible desired output of the career guidance program would be a decrease in fantasy choice and an increase of ability or aspiration and a subsequent increase in the reality choice. Vocational choice development theory, however, does not necessarily advocate modifications in the usual developmental sequence. It does adovcate that students have full knowledge of career possibilities and that this knowledge coupled with awareness of self interests and abilities would lead to realistic career choices during the junior-senior high years. The only output or product here is the reality choice: the objective does not address itself to the problem of what constitutes a realistic choice in the light of abilities and interests. In a real sense reality choice in this study could be identical with occupational aspiration.

Table VI

Post Test Means, Standard Deviations F.A.R. Scale

School and Grade Level	N	Fantasy $\bar{X}$	Fantasy SD	Ability $\bar{X}$	Ability SD	Reality $\bar{X}$	Reality SD
Bethune							
4th	34	10.97	2.49	10.32	2.92	11.58	14.07
5th	21	10.38	2.69	9.85	1.90	9.66	2.51
6th	36	12.08	2.68	10.63	2.68	11.33	2.49
Wisner							
4th	36	11.19	2.60	9.77	2.34	10.13	2.60
5th	32	12.34	2.31	9.34	2.63	10.84	3.65
6th	33	11.42	2.29	9.91	2.72	9.84	2.53
Baldwin							
4th	39	11.84	2.12	11.20	2.20	11.07	3.04
5th	39	11.87	2.34	10.25	2.39	10.46	2.54
6th	29	11.82	2.31	10.86	1.95	10.44	2.69
Whitfield							
4th	57	12.24	2.24	10.59	2.61	9.84	3.22
5th	52	11.40	2.96	10.17	3.04	9.76	3.01
6th	40	11.12	2.45	10.50	3.38	11.45	3.37
Herrington							
4th	47	11.19	2.69	9.36	2.49	10.23	2.49
5th	46	11.80	2.21	10.11	2.38	10.56	2.75
6th	43	12.23	2.05	10.04	2.21	11.04	2.59
Twain							
4th	53	11.71	2.29	11.39	3.02	10.45	3.46
5th	27	12.77	1.80	11.44	2.70	11.63	3.02
6th	46	12.71	2.37	10.46	2.71	11.06	2.93
Total	710	11.81	2.43	10.37	2.67	10.60	4.19

Visual inspection of Table VI shows the same trend as the pre test data in that fantasy scores continue to be higher than ability or reality mean scores. The standard deviations, however, are slightly larger indicating a wider range of choices on the part of students. The t test for correlated samples was used to test pre-post test differences and resultant t tests are given in Table VII.

Table VII

t Test F.A.R. Scale

School and Grade Level	N	Fantasy $\bar{X}$ Gain	t	Ability $\bar{X}$ Gain	t	Reality $\bar{X}$ Gain	t
Bethune							
4th	34	.235	.47 ns	.265	.40 ns	2.29	.97 ns
5th	21	1.14	1.66 ns	1.04	1.90 ns	.476	.81 ns
6th	36	.111	.25 ns	.139	.25 ns	1.25	2.81 *
Wisner							
4th	36	.33	.71 ns	.139	.38 ns	1.33	2.49 *
5th	32	.844	2.08 *	.34	.70 ns	1.00	1.63 ns
6th	33	.09	.27 ns	.54	1.09 ns	.03	.06 ns
Baldwin							
4th	39	.56	1.21 ns	.33	.68 ns	1.23	2.29 *
5th	39	.103	.23 ns	.179	.34 ns	.487	1.01 ns
6th	29	.690	1.63 ns	.276	.72 ns	.103	.26 ns
Whitfield							
4th	57	.14	.45 ns	.66	1.57 ns	.088	.21 ns
5th	52	.44	1.04 ns	.808	1.96 ns	.442	.91 ns
6th	40	1.35	2.60 *	.250	.49 ns	.475	.89 ns
Herrington							
4th	47	.68	1.60 ns	.447	1.18 ns	.979	2.96 **
5th	43	.196	.37 ns	.457	.88 ns	.217	.46 ns
6th	53	.721	1.92 ns	.349	.76 ns	1.32	2.99 **
Twain							
4th	53	.34	.88 ns	.717	1.63 ns	.094	.22 ns
5th	27	1.18	2.86 **	.148	.33 ns	1.07	2.34 *
6th	46	.26	.66 ns	.45	.92 ns	.19	.45 ns
Total	710	.258	2.47 *	.239	2.13 *	.607	3.87 **

ns - non significant
* - significant .05 level
** - significant .01 level

Inspection of table VII in regards to the fantasy score shows that out of eighteen possibilities (18 groups) there were only three instances in which the mean gains could be considered statistically significant. There were no significant differences on the ability subtest. Within six groups, there were significant differences when pre-post means on the reality subtest were compared. This trend for larger gains to be evidenced on the reality subtest supports the idea that the program reached its objective of improving occupational self concept. Further support is provided when the t's based on the total population are examined. Here the t test on mean gains on the reality subtest is significant at the .01 level. It must be borne in mind, however, that with this size sample (n=710) only a small gain is needed to bring forth statistical significance.

Examination of gains shows that while some gains did reach the level of statistical significance, the size of the gains are such that they are deemed to have little educational significance.

The fifth and sixth graders at Central Elementary School were also given the F.A.R. scale. Since none of the t tests on the three variables for either fifth or sixth graders reached statistical significance, the data will not be presented in this report.

In summary it can be stated that in terms of increasing occupational knowledge, the career guidance program reached its objective. The gains were statistically significant and are of sufficient magnitude to imply educational significance.

There was a strong trend for students to select high ranked occupations upon post testing. Occupational self concept thus also showed improvement. The t test on the total group was statistically significant but the gain was such that it is questionable if much educational significance can be attached to the finding.

The data does provide substantial basis for exploring the relationships between the fantasy stage, capacity stage, and period of realistic choices. Our data suggest that there is little difference between fourth, fifth, and sixth graders. In terms of the vocational decision theory model proposed by Ginsberg, the students are within the fantasy stage and sixth graders show a slightly higher appraisal of their abilities. They also tend to select the higher ranked occupations than do fourth and fifth graders. It would be of interest to continue this type of study to the junior-senior high levels to ascertain the changes that occur over time. Such research could have a bearing for career development program planning at different school levels.

The program made it possible to collect data on the vocational maturity of the students. For this purpose the Vocational Development Inventory, (VDI) attitude scale was administered to sixth graders in five schools. The VDI consists of fifty declarative statements. The student is asked to indicate agreement or disagreement with the statement. Crites points out that the relationship between mean scores and age is a positive one in that scores increase as age increases. Crites also cites studies to indicate that disadvantaged children tend to obtain lower scores than white suburban students. (Crites, 1969).

The means and standard deviations of the VDI are given in table VIII

Table VIII

Means, Standard Deviations 6th Graders - VDI

School	N	$\bar{X}$	SD
Baldwin	25	27.64	4.47
Bethune	25	26.64	5.18
Twain	25	27.60	3.02
Whitfield	26	28.96	5.74
Wilson	25	26.08	5.55

The highest mean score was obtained at a school which could be classified as white, middle class suburban but there appears to be little difference between the five means. The lowest mean scores were obtained in schools located in the lower socio-economic sections of the city.

The VDI findings can serve as baseline data and can be used in future evaluation work with career guidance programs.

Summary of Results

Major Findings

1. Students showed significant gain in their level of occupational knowledge. It was suggested that this gain was due to the activities of the career guidance program. An alternate explanation to be investigated in future research is that the observed increase may be due to maturational factors.
2. Upper elementary children showed greater gain in occupational knowledge than did lower elementary children. This finding implies that the program had a greater impact on the upper elementary children.
3. At the end of the program students selected occupations of higher ranking than they did at the beginning of the

Research Procedures

Measures:

The measures used in this study were developed by the internal evaluator and the career guidance program staff. All the measures used in the study are included in the appendix.

In addition to measures used to assess output in terms of the program objectives, other measures were used to obtain information related to career guidance. Presently there are few measures available for elementary school children and the program afforded the opportunity to obtain data which can be used for planning future programs as well as serving as baseline data for any future research.

The first measure to be discussed is the Occupational Knowledge Test, (OKT). To measure students' knowledge of occupations, counselors asked students to list all the occupations they could think of at the moment. These lists were then scored by the Office of Evaluation. A student was given one point for each listed occupation which fitted the definition of an income producing job belonging to a major occupational field.

Because of limited resources, no attempt was made to establish reliability or validity of the O.K.T. There was concensus of scoring but no statistical analyses were made. The limitations of the above measures are obvious but there was general agreement that such a measure does provide some indication of occupational knowledge of elementary school children.

The second measure used in the study consisted of asking the students to select an occupation that they thought they really would attain upon program. This finding implies an increase of occupational self concept as defined in this study. While the gain was statistically significant, the quantitative gains were of small magnitude hence little educational significance can be attached to the findings.

Secondary Findings

1. There was a tendency for fantasy choice scores to decrease and for reality choices to increase. Because of the size of the changes, however, little interpretative significance is attached.
2. Reality choices tend to increase with age. This is in keeping with vocational choice theory.
3. There was little difference between the schools when sixth graders were examined relative to their attitudes toward work. Higher mean scores were obtained by schools having middle class status.
4. Future research should continue with instrument development, examination of vocational choice theory, and program development.

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FINAL EVALUATION REPORT

CONTEXT, INPUT, & PROCESS

June 1971

Project: Pontiac Vocational Career Development Program
Project Number 0-361-0122
Contract Number OEC-0-70-5183

Submitted by: T. L. Ploughman

EVALUATION

Submitted by: Theo. Ploughman

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I. Evaluation Model

The CIPP Evaluation Model proposed by Daniel L. Stufflebeam and Egon Guba was selected as appropriate for this project. Stufflebeam identified four strategies of evaluation: Context, Input, Process, and Product evaluation, forming the CIPP Model. This model, as presented in Figure 1, identifies the Objectives, Methods, and Relations to Decision-Making in the change process under the four strategies. The multi-dimensional characteristics of the CIPP Model is presented further in terms of a logical structure in Figure 2.

The three evaluation strategies, Context, Input, and Process are considered to be dynamic over time of a project. That is, the project environment changes as the schools and community change, presenting a dynamic situational context for project staff and participants. Resources are added and subtracted, and the routines, activities, and objectives modified as performance provides feedback suggesting changes in procedures.

II. Context Evaluation

A. General

The characteristics of the Pontiac School District and participating elementary schools pertinent to this project are presented in the Project Proposal and in the later sections of this report.

The rationale for this project was well conceived as confirmed by participants following this first year's effort. needs were assessed

Figure 1

The CIPP Evaluation Model

A Classification Scheme of Strategies for Evaluating Educational Change

The Strategies

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
OBJECTIVE	To define the operation context, to identify and assess needs in the context, and to identify and delineate problems underlying the needs.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context, input, and process information.
METHOD	By describing individually and in relevant perspectives the major sub-systems of the context; by comparing actual and intended inputs and outputs of the subsystems; and by analyzing possible causes of discrepancies between actualities and intentions.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility and economy in the course of action to be taken.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards or comparative bases, and by interpreting the outcome in terms of recorded input and process information.
RELATION TO DECISION-MAKING IN THE CHANGE PROCESS	For deciding upon the setting to be served, the goals associated with meeting needs and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for programming change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify or refocus a change activity, and for linking the activity to other major phases of the change process, i.e., for evolving change activities.

Figure 2

Developing Evaluation Designs

The logical structure of evaluation design is he same for all types of evaluation, whether con- ext, input, process or product evaluation. The parts, briefly, are as follows:

A. **Focusing the Evaluation**
   1. Identify the major level(s) of decision-making to be served, e.g., local, state, or national.
   2. For each level of decision-making, project the decision situations to be served and describe each one in terms of its locus, focus, timing, and composition of alternatives.
   3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
   4. Define policies within which the evaluation must operate.

B. **Collection of Information**
   1. Specify the source of the information to be collected.
   2. Specify the instruments and methods for collecting the needed information.
   3. Specify the sampling procedure to be employed.
   4. Specify the conditions and schedule for information collection.

C. **Organization of Information**
   1. Specify a format for the information which is to be collected.
   2. Specify a means for coding, organizing, storing, and retrieving information.

D. **Analysis of Information**
   1. Specify the analytical procedures to be employed.
   2. Specify a means for performing the analysis.

E. **Reporting of Information**
   1. Define the audiences for the evaluation reports.
   2. Specify means for providing information to the audiences.
   3. Specify the format for evaluation reports and/or reporting sessions.
   4. Schedule the reporting of information.

F. **Administration of the evaluation**
   1. Summarize the evaluation schedule.
   2. Define staff and resource requirements and plans for meeting these requirements.
   3. Specify means for meeting policy requirements for conduct of the evaluation.
   4. Evaluate the potential of the evaluation design for providing information which is valid, reliable, credible, timely, and pervasive.
   5. Specify and schedule means for periodic updating of the evaluation design.
   6. Provide a budget for the total evaluation program.

Reference: Daniel L. Stufflebeam, "Toward a Science of Educational Evaluation". Educational Technology, July 30, 1968.

in the Project Proposal and given attention by project staff. However, a severe contextual factor did face the guidance consultants placed in the participating schools. The late confirmation of project support eliminated the pre-school in-service workshops planned to properly introduce both personnel involved and project programs to school staffs. Several principals were unaware of their involvement until school was ready to open in the Fall. For others, guidance consultants were not hired until well into the school year. The traumatic effect of this rush start was felt by the consultants via a hesitancy on the part of teachers to accept project activities as well as the conventional guidance function of the guidance consultants. The worth of the programs and the value of the guidance function in the schools overcame much of the resistance first felt by project staff.

B. Participating Schools

The occupational knowledge and the occupational self concept of students in the participating schools at the start of the project are discussed in the Product Evaluation section of this report.

Pontiac Schools attempts to actively involve representatives from their constituency in school projects. This project also attempted to recruit parents for a Citizen Advisory Group for each school. Success varied. A phenomenon became apparent in this school district. Parents from both ends of the socio-economic spectrum were willing to become involved with school activities. Those principals and consultants whose constituency fell in the middle between upper-middle class and economically deprived found it extremely difficult to involve the parents of their students. For a project geared so directly towards the personal and economic well-being of their children, it is unfortunate that such parent apathy exits. This situation is worth a more in-depth analysis to develop a scheme which will encourage parent involvement with school programs.

III. Input Evaluation

A. General

The resources required to focus on the goals and objectives of this project were detailed in the Project Proposal and discussed throughout this final report. The human resources include the guidance consultants, project director, school principals, advisory parents, instructional staff, central office staff, and those persons and business enterprises serving as representative vocational models. Such a broad spectrum of concerns, expertise, and functions clearly required systematic integration to create as effective an instructional program as feasible to reach project objectives. Again, the success of this input is discussed later in the Product Evaluation section.

The guidance consultants indicated that the schools are well supplied with equipments such as projectors to service classroom material presentations. No problems were expressed here. There was some difficulty locating satisfactory elementary vocational guidance material appropriate to the primary objectives of occupational knowledge and occupational self concept. The exemplary nature of this project anticipates such difficulty.

B. External Resources

External consultants were utilized for both staff and teacher in-service. Particularly effective were Dr. John Pietrofesa, Wayne State University, and Drs. Robert Williams and Joseph Mesana from Oakland Schools (the Intermediate School District serving Pontiac Schools). Although their on-site time is relatively small, external consultants tend to receive concentrated attention which influences performance beyond conventional in-service with familiear in-house resource persons. Obviously, choice of consultants is critical to this influence.

C. Strategies to Meet Goals

Several examples of project strategies and designs to fit these strategies are presented in the next section under Process Evaluation. One strategy emphasized here is the functional relationship between the Project Director and project Guidance Consultants. The Director encouraged each consultant to create their own guidance program within the framework of the broad conceptual base of the project. To facilitate this strategy, a minimal number of directives were issued and staff meetings generally limited to the sharing of experiences, with encouragement to "borrow" those ideas found successful. A risk is taken under this strategy. It is assumed that staff personnel are creative, self-motivated, and self-directed. The Project Director achieved a high measure of success with his approach. A factor influencing this success was felt to be the need to create first a local school acceptance for project programs prior to strong central office direction for particular activities.

IV. Process Evaluation

A. General

The CIPP Model describes the objective of Process Evaluation as: "To identify or predict, in process, defects in the procedural design or its implementation, and to maintain a record of procedural events and activities." This task might be accomplished by describing a PERT network composed of activities and events systematically integrated to accomplish the specific objectives of the project. Although such a routine would provide an excellent vehicle to evaluate Process, the combination of project complexity and evaluation effort limited the feasibility of such a procedure.

The external evaluator chose a combination of informal and formal evaluation procedures. The informal procedures consisted of discussions with staff personnel, encouraging them to consider their actions in a systematic manner. This effort should be expanded during the second year of the project. Appropriate topic areas include: accountability, management-by-objectives, cost/benefit analysis, information systems, and measurement and evaluation.

Several formal procedures were used during the project to record and permit analysis of factors such as: guidance consultant image of project director, consultant activity analysis, and principal and guidance consultant reaction to the project.

B. Systematic Tools

To encourage a systematic approach to decision-making the external evaluator designed the two forms presented in Figures 3. Information and System Evaluation, and Figure 4. Alternative Procedural Designs. Although presenting two fundamental decision areas for the guidance consultant, these forms were not successfully introduced. The evaluator assumed an ease-of-use which was not realistic. Several consultants expressed a desire for an in-service session next year directed towards the use of such methods to assist them in their decision-making function.

C. Activity Analysis

1. Percentage of Time for Activities

The guidance consultants were asked during October 1970 and again in May 1971 to estimate the percentage of their time they devoted to a list of activities. The intent of this exercise was to identify first how their time was actually used, and secondly, the variations between consultants as a result of both individual school settings and consultant options. The two sets of time estimates are combined in Figure 5. The entries indicate that the guidance consultants tended to spend a greater proportion of their time Counseling on Student, Developing Classroom Materials, and engaging in Out-of-School Vocational Activities. A relatively small percentage of time was spent in Formal Evaluation, Working with Parent Groups, and Working with Teacher Groups. Comparing Project and Non-project percentage estimates indicates a slight concentration on Non-project activities,(influenced by one consultant's 30/70 split).

PLAN:	FOCUS: (Circle One) Project Director Guidance Consultants Elementary Teacher Elementary Pupils Advisory Group______			
INFORMATION COLLECTION- What Source Schedule Format Collector	1	2	3	4
INFORMATION ORGANIZATION- Medium Format Librarian				
INFORMATION ANALYSIS- Procedures What Information Analyst				
INFORMATION REPORTING- Schedule What Information Audience Procedure				
EVALUATION- Object of Evaluation Schedule Procedure Evaluator Analyst				

Signature

FIGURE 4 - ALTERNATIVE PROCEDURAL DESIGNS

Activity Description -

CHARACTERISTICS:	Design A	Go NoGo	Design B	Go NoGo	Design C	Go NoGo
DESIGN DESCRIPTION- Objectives Focus						
DESIGN PROCEDURES- Activities Relevance Benefits Limitations Feasibility Barriers Consequences Costs Implementation Schedule Evaluation Schedule Procedure						
DESIGN REQUIREMENTS- Resources Staff Material Facilities Time Available ( ) Required by Design Budget Cost Support						

ACTIVITY	RESPONDENT										
	Dir	Avg	1	2	3	4	5	6	7	8	9
	PERCENT OF TIME DISTRIBUTION*										
Counseling one Student	30	28	20	40	50	30	10	17			
	20	19	20	15	25	15	20	-	20	25	12
Counseling a Group of Students	5	8	5	5	15	3	10	7			
	10	8	10	20	5	2	5	-	5	5	12
Work with one Teacher	10	10	10	8	3	8	10	10			
	5	9	15	5	10	10	10	-	8	5	6
Work with a Group of Teachers	2	3	5	-	1	3	1	5			
	1	5	5	-	5	3	5	-	5	8	12
Work with one Parent	5	7	3	2	5	1	30	-			
	4	7	10	-	10	5	10	-	5	8	6
Work with a Group of Parents	3	2	-	-	2	1	-	6			
	1	4	10	2	5	5	-	-	2	5	6
Develop Classroom Materials	15	13	10	20	10	25	4	10			
	20	19	10	20	18	20	15	-	20	21	30
Out-of-School Voc. Activities	10	8	20	15	1	1	5	6			
	25	15	10	20	15	25	15	-	15	10	12
Interact with Project Staff	12	12	10	10	10	20	5	15			
	4	6	5	8	5	5	10	-	10	7	1
Formal Evaluation of Activities	5	2	5	-	2	3	-	4			
	2	2	3	-	-	-	5	-	-	2	3
Miscellaneous - Desk Work	3	9	12	-	1	6	15	20			
	8	6	2	10	2	10	5	-	10	5	-
Total time per Respondent = 100%											
PROJECT vs NON_PROJECT											
Project Activites	45	51	60	50	45	35	60	55			
	45	45	30	55	40	45	45	-	45	55	-
Non-Project Activities	55	49	40	50	55	65	40	45			
	55	55	70	45	60	55	55	-	55	45	-
HOURS OVERTIME PER WEEK	13	7	12	8	10	4	6	5			
	10	7	12	3	20	5	10	-	7	1	-

* Table entries (A/B) are estimates for A-October 1970 and B-May 1971.

Dir. - Director, Avg. - Average Percentage for all Consultants

FIGURE 5. ACTIVITY ANALYSIS - PERCENT OF TIME DISTRIBUTION

2. Vocational Guidance Activities

The Elementary Guidance Consultants introduced the pupils in their schools to the "world of work" through activities such as: Field Trips, Assembly Programs, Role Models, Classroom Materials Used by the Teacher, and Classroom Activities Involving the Consultant. These activities were ranked for a number of attributes representing evaluative criteria. The attribute list and the average rank order of the five activities for each attribute are presented in Figure 6.

A compilation of ranks across all the attributes except Cost provided a rank order as follows:

Activity	Average Rank
A- Field Trip	2.4
C- Role Model	2.5
B- Assembly Program	2.8
D- Classroom Materials-Teacher	3.3
E- Classroom Activities-Consultant	3.4

Four attributes are of particular importance: Enthusiasm-of-Students, Choice-of-Counselor, Contribution-to-Objectives, and Best-for-my-School. Across these four attributes the activity rank-order list becomes:

Activity	Average Rank
A- Field Trip	2.2
C- Role Model	2.2
E- Classroom Activities-Consultant	3.2
B- Assembly Program	3.4
D- Classroom Materials-Teacher	4.5

The nine elementary schools participating in this project represent concentrations of representative classes of district constituency. A

FIGURE 6

ACTIVITY ANALYSIS

RANK ORDER THESE ACTIVITIES

- A. Field Trip
- B. Assembly Program
- C. Role Model
- D. Classroom Teacher Materials
- E. Classroom Activities by Counselors

ATTRIBUTE	RANK ORDER OF ACTIVITES				
Planning Time:	D Least	B	E	A	C Most
Operation Time:	D Least	C	B	E	A Most
Enthusiasm of Students:	C Most	A	B	E	D Least
Cooperation of Teachers	A Most	C	B	E	D Least
Choice of Counselor:	C First	A	E and	B	D Last
Enthusiasm of Parents:	A Most	C	B	E and	D Least
Reception by Resource Persons:	C Best	A	B		Least
Contribution to Objectives:	A Best	C	E	B	D Least
Number of Pupils Involved to Date	A Most	B	C	E	D Least
Cost ($):	A Most	D	E	B	C Least
Best for my School:	C Best	A	E	B	D Least

Entries represent the Average Ranks for each Activity

Name______________________

School_____________________

Date_________________

FIGURE 6 - continued

Example: For each Attribute rank EACH activity!

ATTRIBUTE	RANK ORDER OF ACTIVITIES				
Ease of Use:	C	A	B	E	D
	Easy				Hard

Definition of Attributes-

Planning Time:	Average time required to prepare for one occurrance of the activity.
Operation Time:	Average time required to exercise the activity.
Enthusiasm of Students:	General reaction to the activity expressed by students prior to and following its occurrance.
Cooperation of Teachers:	General involvement by teachers during planning and exercise of the activity to promote success.
Choice of Counselor:	General reaction to the activity.
Enthusiasm of Parents:	General reaction of parents as expressed by involvement, voiced response to activity, and feedback through students.
Reception by Resource Persons:	General reaction by host persons to pupils, staff, and program.
Contribution to Objectives:	Relationship between program objectives and activity characteristics.
Number of Pupils Involved to Date:	Cumulative number of pupils exposed to activity to date.
Cost ($):	Average cost per occurrance of the activity.
Best for my School:	Comparison of activities considering characteristics of your school.

breakdown of individual consultant responses to the attribute "Contribution-to-Objectives" partitioned by school characteristics follows:

Activity: Contribution-to-Objectives

Schools	Activity Rank (First)				(Last)
Predominantly Black:					
Bethune	A	C	E	D	B
McConnell	A	C	E	B	D
Wilson	A	C	E	B	D
Integrated (17% to 45% Black):					
Central	B	D	A	C	E
Herrington	E	A	C	B	D
Twain	E	D	C	A	B
Economic and Educational Deprivation:					
Baldwin	A	C	E	B	D
Wisner	A	E	D	C	B
Middle Income, White:					
Whitfield	C	B	A	E	D

No clear response pattern is evident. The Field Trip, Use of Role of Models, and Classroom Activites by the Consultant tend to be ranked higher than the Assembly Program and Classroom Material use by Teachers.

D. Process Measures

Several Process Measures were identified by Stufflebeam: Interpersonal Relationships, Communication Channels, Logistics, Understanding of and Agreement with Intent of Program, Adequacy of Resources, Program Control, and Staff Evaluation. These measures were discussed with individual school Principals and the Elementary Guidance Consultants. Their responses are summarized in this section. These discussions were held during the last month of the Project year. Thus the points of view expressed represent a capsule evaluative summary of the year's efforts.

1. Interpersonal Relationships

Guidance Consultants- A sincere concern was expressed by the consultants in this area. The role of a person new to a school staff involved with a program also new to that staff is difficult to establish. The consultants worked hard to gain acceptance for both themselves and the project programs they implemented. A fondness for "kids" was evident. A good warm relationship was obvious in the schools. Students eventually felt free to approach the consultant on their own with their personal problems.

Some of the teaching staff were perceived to be enthusiastic and a few hesitant, with a general breakdown following age or length of time in that school. To reach the staff, the consultants programmed their free time to coincide with teacher breaks in the lounge and also attempted to meet with teachers in the cafeteria for lunch. A point stressed was that the guidance consultant preferred to work with the teacher rather than over them.

Principals- The principals indicated that many classroom teachers were initially hesitant to use a person whose role is not clear to them. They felt that in-service is necessary for both the staff and the new guidance consultant. The situation of a White consultant in a predominantly Black school was a cause for initial concern. That concern has given way to admiration for a job well done. The consultants tended to approach the teachers and introduce their programs very slowly in the beginning of the project year. There is positive anticipation now.

2. Communication Channels

Guidance Consultants- The consultants indicated that they have the freedom to go direct to teachers without first stopping at the school office to clear with the principal. Similarly, teachers have direct access to the consultant.

Several of the consultants indicated that the principal has asked that they preview any new announcements of activities with his office prior to distribution. The reason for this request is not one of control but ratherthe need for the principal to kept aware of activities in the school should he become involved in some manner. The consultants were treated as regular staff members in that they were asked to attend staff meetings. This requirement was the only formal communication channel inthe schools.

Staff meetings with the Project Director served as an essential communication link between the consultants. Discussion of their activities in this forum provided a challenge to match other consultant successes, and effectively spread those practices found to be beneficial in meeting project objectives.

Principals- As indicated earlier, several principals indicated that they felt it necessary to require the consultants to clear special plans such as field trips, role models and assemblies with them to assure that he knew what was happening in the school or with the youngsters. One principal also remarked that his community was sensitive to school matters and he was concerned that mailings or communication with the parents be phrased such that no wrong interpretation would result. A similar request was voiced by a principal in the area of student referals. He felt it necessary that referrals go through him so that he would be aware of their existance and be able to respond to parents about involvement of their child with the guidance consultant.

3. Logistics

Guidance Consultants- No severe logistical problems were indicated by the consultants. A slight difficulty was expressed in the distribution of materials. Two centers were established, one at the vocational center and one at one of the elementary schools. Consultants at the other schools were required to schedule the use of these items and arrange for delivery. Each consultant retained their own supply of materials they collected during the project.

Principals- No problems were identified in this area.

4. Understanding of and Agreement with Intent of Project

Guidance Consultants- The consultants used several means to inform their school's staff about the intent and programs of the project. The most common means was discussion in staff meetings with the teachers. A few of the consultants prepared special descriptive materials to promote their functions. This was generally a weak link in the implementation of the project. More effective use of informative in-service materials should have been used by the guidance consultants.

Several consultants called for Principal in-service prior to the start of the next school year. The Principals indicated that they would be receptive to in-service and further exposure of project goals and routines.

A teacher in-service program was instituted during the second term of the school year. A careful selection of teachers, three from each school (1st, 3rd, and 6th grades), permitted and resulted in a very successful program. These teachers then served as proponents of the project in their schools. An effective procedure!

The most persistent and difficult question was: "Why start so young". Responses centered around the theme of a K-12 systematic approach to occupational orientation.

The consultants themselves admitted that they were learning during the year the special significance that their role held for these elementary children. The existence of personal problems at such a young age was not anticipated by the younger consultants.

The younger teachers were perceived to be more interested. However, using the criteria of teacher initiated development of classroom materials, full agreement and involvement with the programs has not yet been achieved. Although generally supportive, the Principals were not perceived as strong proponents of the project. However, discussion with the Principals indicated quite a strong agreement with the project.

The students were perceived to be very receptive to the activities of the guidance consultants. A major decision faced by the consultant is the percentage of time that should be spent in essentially vocational related activities and time spent in basic guidance with individual students.

Principals- Those several Principals interviewed indicated that they felt they understood and generally agreed with the intent of the project. The elementary school serves almost a mother-father function for children in the lower socio-economic areas. A program that addresses the needs of these children is most welcome by the Principal and the parents. The Principals felt the the needs for guidance services should be identified by the individual schools, as they serve such a spread of community needs. One Principal expressed the existence of a great number of students with personal problems because of poverty and a depressed home life. His criteria of program effectiveness were: "Look at kids, if attitude has changed, feel better about himself, positive minded towards school, able to resolve some of his personal problems - these are measures of success of guidance efforts."

5. Adequacy of Resources

Guidance Consultants- Generally the consultants felt they were provided adequate resources for their programs. One difficult area was the availability of adequate assembly facilities or time available for these facilities.

Principals- Again, the only concern was over assembly room.

6. Program Control

Guidance Consultants- The consultants were subject to both Project control by the Project Director, and building control by the Principal. Such a situation creates difficult relations. Both the Principal and the Project Director submit year end evaluations of the guidance consultant's performance.

The Project Director exercises little obvious control over the activities of the individual consultants in their schools. However, he exercises great influence over their performance via the regular staff meetings and open communication lines with his staff. He does indicate expectations, which the consultant then translates into programs for his or her school.

The consultants consider the Principal to be the boss of their school. When they are in the building, he controls them as he desires. However, both the Project Director and most of the Principals are very non-directive in their relations with the guidance consultants.

Principal- As one Principal stated: "He is responsible for what goes on in the building, even though he doesn't always control what comes into the building." The area of control is likely to be a problem more for the consultant than either the Principal or the Project Director.

7. Evaluation of Counselor

Guidance Consultant- Several consultants were evaluated via a teacher evaluation form which was admitted to be inappropriate by both the Principals and the Project Director .

A continuous evaluation scheme is most appropriate to provide that feedback necessary to improve performance while an opportunity exists. Most of the consultants felt that a complete evaluation would include the students, teachers, Principal, perhaps parents, and the Project Director.

Principals- Two Principals questioned the evaluation of the guidance consultants by teachers and/or students. A question was raised as to their understanding of the objectives for the consultant's programs which should form the basis for evaluation.

This area requires attention by the external evaluator during the next project year.

8. Summary

The external evaluator should concentrate attention on the following areas during the next project year: Parent Involvement, Integration into the Curriculum, Feedback from Students, Evaluation of Activities (Field Trips, Role Models, Assemblies), and Activity/Benefit Analysis Procedures.

6. Body of the Report

f. Conclusions, implications, and recommendations for the future.

Conclusions and Implications - Elementary

Although the counselors in the elementary schools were late in starting their programs, they were able to show parents, teachers, and administrators the importance of career development in the elementary school. The students in the nine schools were very enthusiastic about the occupational units, field trips, assemblies, and role model visits. By actually getting the children out into the community to the various occupational settings, they were able to see a wide range of jobs first hand and actually talk to workers and ask questions about the job.

Parent involvement was slow in coming at first but once children became involved parents followed suite. A core of interested parents was formed in each school and assisted counselors in planning and implementing field trips and programs.

The counselors in each of the nine schools were valuable members of an interdisciplinary team consisting of the school psychologist, school social worker, school nurse, principal, and counselor. Teachers made referrals to this team and worked closely with team members to improve student attitudes, behavior, and adjustment in the classroom. The counselors coordinated the team's efforts and were considered by the teachers to be a vital force behind a meaningful action team.

Not only did the elementary counselors prove to be a necessary agent working in the building with children to encourage change in attitudes and behavior, but also teachers viewed counselors as a helper in the classroom working on career kinds of activities. Teacher and counselor, again working in a team relationship, provided for instruction in world of work units using resources such as filmstrips, special projects, field trips, and role models.

Implications

Students:
1. Self concept
2. Better understanding of school
3. School is more meaningful
4. More involvment in school
5. Achievement level - drop out

Teachers:
1. Barriers of traditional classroom broken down
2. More conscious of needs of students
3. See importance of career development
4. More creative

Parents:

1. Involvment in positive way in school
2. Help children at home
3. They themselves became more aware of importance of career development

Recommendations for Elementary

1. Elementary consultants to continue with present program in the schools and provide for vocational awareness through field trips, role models, assemblies and world of work units.

2. In-service for all teachers in the nine schools to acquaint them with the rationale for career development in the elementary school, the procedures to be followed and what material is available.

3. Closer relationship between elementary and secondary programs through increased number of city wide counselor meetings and group sessions.

4. Plan and actively participate in a Career Fair for the students at the nine schools.

5. Increased Parent Involvement through a Pontiac Career Development Parent Night held in each school by the counselor, Program Director, parents and students.

6. Elementary consultants to take a more active part in workshops and conventions: Pontiac Career Development Program by represented on the program at the American Personnel and Guidance Association (APGA) Convention in the spring, 1972.

7. Develop new activites to implement career awareness in elementary students:
    a. Career Booklets - Student groups with the help of the counselor write career books and stories. They would then be reproduced and distributed throughout the other elementary schools.

    b. Career Newspaper - A newspaper in each school to be written by students about their vocational activities and job experiences. The students that work on the newspaper would get first hand job experiences (Example: reporters, printers, distributors)

    c. Clubs and Interest Groups - Clubs and interest groups should be formed after a field trip or stimulating role model visit. Interested students would have an opportunity to learn more about careers and more about themselves and how they will relate to the world of work. (Example: Airport Club, following a trip to the airport, Model Car Club, following a trip to an automotive assembly line.)

d. Employment Agencies - Although several schools formulated employment agencies it is recommended that each of the nine schools give students first hand experience of filling out application blanks, and participating in job interviews for jobs in the school. (Example: safety patrol, library worker.)

8. Closer relationship with school librarians and reading specialists. The counselor with the help of these resource people would set up a "Career Reading Corner" either in the counselors office or school library to give students an opportunity to read about their particular vocational interest. After the reading is completed the children could illustrate the books for bulletin board display encouraging others to read.

9. More coordination between elementary and junior high counselors in setting up short experience programs for 6th graders in the vocational classes at the junior high. (Example: World of Manufacturing, World of Construction.)

10. More use of student role models from the junior and senior high schools.

11. Other in-service meetings and workshops for the elementary consultants including knowledge of behavioristic techniques of counseling.

12. Opportunity for the nine elementary consultants to work one or two days a month in another building in the Pontiac School System. The consultant would work with teachers in the classroom assisting them to implement career units.

Recommendations for Junior High

1. To develop better coordination between the elementary program and junior high by use of the management team and implementation and advisory team.

2. To use the career units developed by task force team in August in social studies and math programs.

3. To develop units centered around the job cluster concept.

4. To have counselors, classroom teachers and vocational teachers develop on the job work experience programs in the community for short periods of time, two weeks to one month.

5. To have counselors and teachers develop more programs centered around the use of role models and field trips.

6. To have counselors go out into community and find part time jobs for junior high students.

7. To give credits to students who get work experience jobs.

8. Develop group guidance sessions on Future Opportunities.

9. Develop monthly assembly programs centered around career development concept.

10. Develop programs to give junior high students more opportunity to use high school and vocational school facilities for short periods of time.

Recommendations for Senior High

1. To develop better coordination with business and industry about the career development concept in regard to the students in high school.

2. To develop courses centered around particular job clusters which would lend to a skill and a job.

3. Develop a better placement service for part time and full time jobs.

4. To use units developed by task force team in regular English and Math classes.

5. To develop intensified training programs for second semester seniors to give them entry skills for the job market.

6. Better develop job experience training on credit basis.

7. More exposure of students to role models who represent possible job opportunities.

8. More exposure to business, industry and education opportunities by use of field trips.

9. To develop more opportunities for students to see opportunities at the Vocational Center.

7. Appendices

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ADDENDUM 1

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TO: Jim Davis, Donald Ostrander, James Hawkins, Perry Minotti, Harriette Brooks, Dr. Rex Smith, William Neff, Richard Hendershott,

Mr. Arnold Embree
Mr. Maurice Prottengeier
Mr. B.C. Van Koughnett

SCHEDULE FOR 2 WEEK WORKSHOP FOR ELEMENTARY COUNSELORS

FIRST WEEK

Mon. Sept. 14	Tues. Sept. 15	Wed. Sept. 16
Meeting at Madison Jr. High Project Orientation Role of Elementary Counselor View Jr. High Program	At Madison Jr. High Demonstration of materials by Bill White Mrs. Lanin of Neuman Visual Begin to list and order materials	Meet at Madison Jr. High 8:30 9:30- Meet with social workers at their office 1:00- Meet with school nurse School Psychologist at Madison (WRR)
Thurs. Sept. 17	Fri. Sept. 18	
Meet with parents at Madison 8:30 A.M. Meet with Mr. Balch from Child Accounting at 1:30	Meeting at Madison with Dr. Pietrofesa on self concept and role of a counselor in program 1:00 Staff Meeting 2:00 Return to Elementary schools.	

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SECOND WEEK

Mon. Sept. 21	Tues. Sept. 22	Wed. Sept. 23
A.M. Visit O.C.C. and meet with Bill Rose P.M. At Madison Mr. Prottengeie.	A.M. Meeting with other program Directors at Madison Jr. High P.M. Staff Planning	A.M. Meeting with Merle Smith to divise pre-testing at Madison P.M. Meeting with Elementary Social Studies Consultant
Thurs. Sept. 24 A.M. Staff Planning at Madison P.M. Meeting Elementary School Principals Mr. Embree Mr. Prettengeier Mr. Van Koughnett At Board Office	Fri. Sept. 25 A.M. Staff Planning P.M. Staff Planning	

Counselors will be assigned to schools on September 28. We will have regular staff meetings every Friday at 12:30 P.M. at the Vocational Center.

Thank you,

Robert J. [illegible]

ADDENDUM 2

CONVENTIONS AND WORKSHOPS ATTENDED BY CONSULTANTS
1970-1971

1. M.E.S.C.A.-(Michigan Elementary and Secondary Counselor's Association) October 30-31, 1970 at Wayne State University, Detroit, Michigan.
2. MPGA-(Michigan Personnel and Guidance Association) November 2-3, 1970 in Grand Rapids, Michigan.
3. A.S.C.A.-North Central Regional Workshop on Elementary School Guidance and Counseling. March 18-19, 1971 at Western Michigan University in Kalamazoo, Michigan.
4. Wayne State University Traveling Seminar Workshop on Organization and Administration of Guidance Programs. May 21-23, 1971 in Campbellville, Ontario, Canada.
5. MVGA-(Michigan Vocational Guidance Association). May 21, 1971 in Ann Arbor, Michigan.
6. Workshop at Oakland County Community College (Orchard Lake Campus) in Farmington, Michigan on October 13, 1970.
7. Conference at Juvenile (Oakland County) Court. On December 1, 1970.
8. Oakland Area Counselor's Association at St. Stephens Episcopal Church, Troy, Michigan on December 1, 1970.
9. City-Wide Counselor's Meeting, on February 26, 1970.
10. Attende Human Relations Conference at the Hilton Hotel, in Washington, D.C. on March 5, 1971.

CONVENTIONS AND WORKSHOPS ATTENDED BY DIRECTOR
1970-1971

1. Mr. Rochow, the project director made a presentation in New Orleans at the A.V.A. (American Vocational Association) Convention about the Pontiac Career Development Program.

2. Program director attended the A.P.G.A. Convention in Atlantic City, New Jersey. Made contacts to get Pontiac Career Development Program on the program in Chicago in 1972.

3. Program director made presentations at Oakland University two times in regards to our program.

4. Program director made presentation to a group from Michigan State University.

5. Program director made presentations to various vocational groups from the State of Michigan.

6. Planned and conducted a teacher inservice training program in Royal Oak, Michigan on Career Development.

7. Program Director made presentations at the January 25, 1971 and the March 22, 1971 two one-hour inservice workshops that were held at the Northeast Oakland Vocational Education Center.

8. On March 9, 1971, Dr. Walz, (Head of Counseling at the University of Michgan, Director of ERIC Center) Stu Packard, Bob Smith, (Counselors at the Northeast Oakland Vocational Center) John Maturo, (Counselor at Pontiac Northern High School), Arnold Embree,(Director of Guidance & Pupil Personnel Services for the School District of the City of Pontiac) and Robert Rochow (Program Director) met to develop the concept of career development and to come up with more programs to develop this concept in the counseling department in Pontiac.

ADDENDUM 3

June 25, 1971

Mr. Rachaw,

Concerning the counseling at the elementary school, I personally think it is a wonderful program. Miss Weiss is a very enthusiastic, energetic young person which is good for the younger children.

I worked on the parents committee on getting Role models to come visit our school (Kissington) and thought it was ideal. Although we didn't get as many models as we would have liked, all and all it went well. Unfortunately, all the teachers did not participate, but the one's who did throughly agreed that it was worth while. If there is some way to get all the teachers involved, I think it will be well worth the effort.

I agree with Miss Weiss that the children should have someone to come to, to discuss problems and confidential matters that will not be held against them and try to find a solution to these problems without the whole class knowing about them. Given careful counseling and guidance these children can be encouraged to overcome these problems.

This program also gives parents an opportunity to get together informally and discuss openly any school, child, parent problems and try to get to the root of the problem and iron it out as best as we can from others' experiences, knowledge, etc.

All these things can, should, and must be brought about in order for the child to have a better relationship with school. I sincerely believe the program is super.

Sincerely,
Mrs. Octavia Gracey

Pontiac, Mich.
June 25, 1971

Dr. Mr. Kochaw,

I thought I would jot down a few comments on the benefits of having a counselor in Herrington School this past year.

My four children were very pleased with the projects she got started in the individual rooms. Something outside of school work. I thought the extra trips she was able to arrange were very nice to.

The thing I am most grateful for was her helping a organize a trip to Madison for the 6th graders. My daughter had to go over to last year, with no idea of what it was like, or what to expect. It was so hard for so many to get started. Now my son will get a much better start because of the visit they were able to make.

Good Luck in the new school year.

Claudia Kearns

June 25 1971

Mr. Robert Rochow,

I want to congradulate you and your co- workers in the marvelous job you have done this past school year.

I feel more parents and students should be more informed on what your concern has been and will be for the better of our children.

As a parent of four children in the Pontiac School System. I am proud to find that the children are able to have their minds broaden on their behalf. I personally Thank you for all the efforts that have been made to make them more aware of the occupations avialable for them to get started on such an early age.

I appreciate the work that has been done to better their growth and development in education and social welfare in the schools.

I wish you a very successful coming year.

Sincerely, Virginia P. Capling

1291 Featherstone Rd.
Pontiac, Mich. 48057
June 25, 1971

Mr. Robert Rochow
Vocational Education Center
Pontiac, Mich. 48057

Dear Mr. Rochow:

It has been a pleasure to work with Miss Beverly Weiss, elementary guidance counselor at Herrington School this past year, 1970-71. As "head mother" I worked with several other mothers to compile a list of people in our community who are willing to welcome school classes on tours or to visit in classrooms to tell about their jobs. It was difficult at first to find local people who represented different types of jobs and were willing and able to visit school, but we did come up with a long list, and in the process, involved quite a few parents in the search for names or in chaperoning trips. For many mothers this was a chance to be introduced to the career development idea - that it can be a vital part of the educational process to broaden childrens' awareness of what adults do on the job and a healthy contact with the "real world".

Our counselor was a real "morale-booster" in her work with the behavior problems of some of the older girls, and in starting a girls' club for older girls. Our school seemed to be at a low point in feeling negative and defeatist, and Miss Weiss offered help to the students and encouragement to parents and teachers with her professional approach and her lively enthusiasm. Many parents back away from conflicts and crises that arise among children at school because they feel helpless and hopeless. We found that the counselor could act as mediator since she was at school full time and knew the situation. I think the counselor can help parents know that the "system" or at least people in it, do care for individual students and can seek concrete ways of meeting problems.

Meeting of the "head mothers" from different schools were most enjoyable - we all were very encouraged to learn about the career development program and the proposed improvements in secondary counseling as well. We exchanged specific ideas and suggestions for actions, and shared with you a lot of heartfelt determination that our children need and deserve the child-centered approach in meeting their needs for guidance and for broadening their awareness of the world and their possible place in it.

I am looking forward to continuing my involvement with the career development program next year. There is now a small but determined group of parents ready to work for more support and understanding of this program.

Sincerely,

Penelope R. Kyker

355 Oakland Ave.
Pontiac Mich. 48058

June 5, 1971

Dear Mr. Rochow,

I'm very glad to have the opportunity to write and let you know that I have enjoyed having a part in your counseling program.

My husband and I both enjoyed our tour through your Vocational Education Center and we think that it is a very good idea to get children started in some kind of work the way your center gives them an idea about certain jobs.

We also think that the idea of having people from different occupations come to the schools and explain their jobs to the lower grade children is a very good idea and we know that the children enjoy it. The children also enjoyed all the field trips this year.

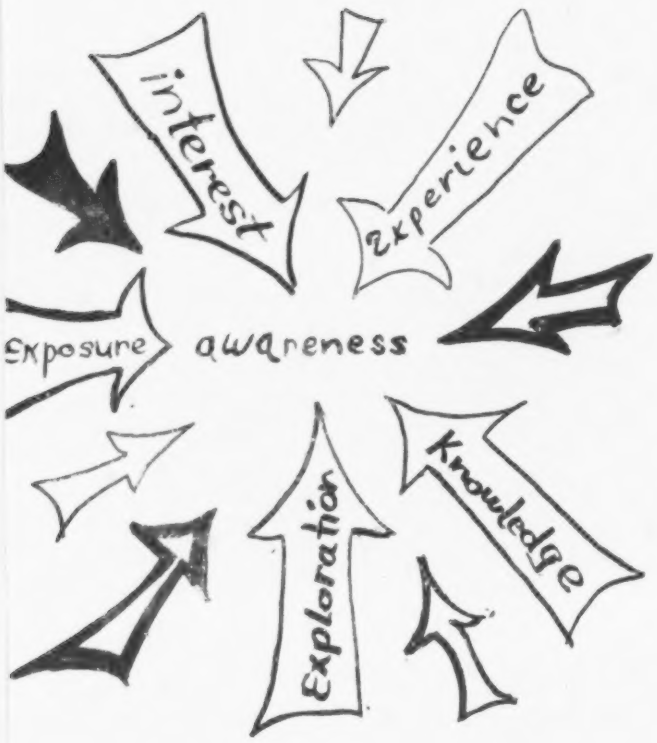
We want to say that we had our son receive couseling from Mrs. Safir at Wisner School, because he was having trouble with adjusting to the 5th grade and also with (continued) getting along with other children. Now I am glad to say that his grades have improved greatly and I think he will have a much easier time through the rest of his school years because his problem was found early enough to control before it got too far out of hand.

I hope your program grows and grows and by the time my children are in high school they will be able to take advantage of the Vocational Education Center, also.

Good Luck in the future years.

Sincerely yours,
Mrs. Carolyn Richardson

ADDENDUM 4



Newsletter

PONTIAC CAREER DEVELOPMENT PROGRAM

School District of the City of Pontiac
Office of Community Action Program
Federal Program

NUARY, 1971 PONTIAC CAREER DEVELOPMENT PROGRAM PAGE 1

POSE OF PROGRAM

The general goal of the
tiac Career Development
gram is to increase stu-
t knowledge of occupa-
ns and opportunities in
tiac, and to improve oc-
pational self concept to
e what the students are
rning more relevant to
ir future in school and
e in general.

ecific Objectives

To provide and compile
formation and materials
classroom teachers for
lusion in regular aca-
ic programs.

School wide assemblies
a career fair-to pro-
e stimulus to further
lore and investigate
eers.

Field trips to nearby businesses and industries which will provide students with the opportunity to observe and talk to role models on the job setting.

4. Field trips to other institutions- Junior High, High School, Jr. College, and Business College.

5. Schedule role models from various occupations and professions representing all races- to gain first hand knowledge of the World of Work.

6. Group sessions with parents.

7. To coordinate individual school programs with other school district programs.

8. To coordinate individual school programs available from other agencies and community groups.

9. Revise role of secondary counselors.

10. Awareness of classroom teachers to career opportunities and relevancy to instructional content in relation to career opportunities.

11. Individual guidance and group counseling will be offered to those children in need of individual assistance. Group guidance and counseling will likewise function to broaden the perceptions of the student by making them more aware of their own values, attitudes, asperations, and interests.

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TATISTICS

63 teachers have been rovided with information nd work units by the ele-entary guidance consult-nts.

19 assemblies have been lanned and conducted by he consultants.

34 role models have been sed in the elementary chools.

46 field trips have been lanned and conducted.

18 specific events have een planned by parent roups.

27 teacher requests have een made for counselors s resource persons.

8 secondary students have een helped by elementary onsultants in vocational xploration.

38 special activities, such as girls clubs, boys clubs, employment agencies have been set up in these schools, as after school activities.

489 elementary students have been given individual counseling.

127 small group counseling sessions have been held.

97 parent conferences have been held.

139 teacher conferences have been held to help students function better in the school environment.

111 conferences have been held with various pupil personnel people (social workers, psychologists, court workers, etc) on a team approach basis.

29 outside referrals have been made to find better placement for students.

12 inservice education programs have been conducted by the consultants or Mr. Rochow to implement the program.

13 special programs have been presented for handicapped children.

Each consultant meets with principals, teachers, parents, and other administrators bimonthly to go over the program.

All pretesting is completed.

Each counselor has attended or has been involved in the Michigan Personnel Guidance Association conference in Grand Rapids, and the Michigan Elementary Counselors Association conference in Detroit.

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NEW ORLEANS

Robert Rochow, Director of the Pontiac Career Development Program took part in a program at the AVA Convention in New Orleans. He was a part of a panal on Vocational Exemplary Programs. In Mr. Rochows estimation it was one of the highlights of the convention.

He also took part in the guidance division activities and worked in committees which were working on evaluating career guidance, counseling and placement functions.

Mr. Rochow attended the convention with Mr. Stuart Packard who is counselor at the new Northeast Oakland Vocational Center in Pontiac, Michigan.

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WORLD OF WORK UNITS FOR ELEMENTARY SCHOOLS

Mr. H.J. Olson, Principal of Northwest Oakland Vocational Education Center has developed a 6th grade unit in the area of vocational guidance that will be used by the Pontiac Career Development Program.

Mr. Doug Robinson, one of Pontiac Career Development Consultants, with the help of Joe Parete, has developed units for 1-6 grades called Doctors, Lawyers, and Indian Chiefs, which can be integrated into regular school programs.

(continued on page 6)

EVALUATION OF THE PONTIAC ELEMENTARY CAREER GUIDANCE CONSULTANTS

The purpose of any eval- ation is to provide infor- iation to decision makers o that program modifica- ions can be made. The valuation of the elemen- ary guidance program erves to gather informa- ion about the program in erms of its effect on stu- ents as well as obtaining nformation about different pproaches that can be sed.

The program has two main bjectives. The first bjective is to increase he occupational knowledge f students. Counselors sked students at the be- inning of the school year o list all the occupations nown to them. At the end f the year, the students ill be asked again to list ccupations. It is expect- d that the lists at the nd of the year will be substantially longer than those gathered at the beginning of the program.

The second objective of the program is concerned with improving the student's concept of himself in the world of work. Students have been asked to select occupations that they would like to have and then select occupations that they think they will really have as adults. One of the desired effects of the program is to raise the aspriational levels of many of the students.

Another phase of the evaluation involves the application of new techniques in the area of program management. This phase of the evaluation focus on the roles of the counselors and the program director. Various techniques are used to determine the effectiveness of the administration of the program. This new form of evaluation is being used for the first time in the Pontiac school system and is promised to provide additional, important information. This information can be used for the future program planning.

The evaluation and research that is being conducted with the program would not be possilbe without the cooperation and enthusiasm shown by the programs' staff. The counselors desire to make the Pontiac program an outstanding one is evident and their involvement in the evaluation process is an indication of that desire.

Merle Smith, Ph.D.
Office of Evaluation

ITY WIDE COUNSELORS MEETING

On January 8th, a city ide counselors meeting as held under the direc- ion of Robert Rochow, di- ector of Pontiac Career evelopment Program, Stu ackard, head counselor at ortheast Oakland Voca- ional Center, and Arnold nbree, Director of Pupil ersonnel Services.

The following is a sum- ary of the meeting:

ALUATION

Robert Rochow to work ith department heads and ounselors in each building to complete this study. Major concern is the career and vocational guidance in each school. This is one of the objectives of the Elementary Career Development Program that Robert is now directing.

PROBLEMS

Economic problems-Accountability.

Need to identify role and function. Become active in organizing as a group in Pontiac.

PROJECT

Secondary - Para-Professional Counseling team.

Discussion of the possibility of getting this proposal funded by the State Department of Education.

DRUG PROBLEM

In-Service Training will be provided this year in this area.

RE-ORGANIZATION

School District-Administrative Structure.

Discussion of possibilities of more line responsibility for the administrative head of Pupil Personnel Services.

EANE SMITH
ISNER HAPPENING!

After being shown film
trips on the automobile,
iscussing the manufacture
f automobiles and having
mock assembly line, Wis-
er's two 4th grade classes
isited the Ford River Rough
lant on Friday, November
0th. Mrs. Garnder's and
rs. Woods classes seemed
o enjoy the trip very much
nd were so tired after all
hat walking, that several
lept during the ride back.
ost of the children felt
hat the highlight of the
rip was seeing the hot
ngot being rolled out. The
uide commented on how
ell-behaved the students
ere on their awareness of
he jobs and materials con-
erning automobile produc-
ion.

Last week, the Counselor
howed a film strip on Job
pportunities in a Restau-
nt to Dr. Salem's Class
r the deaf. As a follow
, the class went to the
rtheast Oakland Vocation-
l Education Center on
nday, November 23rd.
here they toured the
ilding particularly pay-
ng attention to the Food
ervice Unit, where they
w workers in action.
te to say this, but the
ghlight of that trip was
he yummy hamburgers Mr.
ochow, Director of our
oject, treated everybody
. Would you believe the
ds all ate 2 hamburgers.

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PROGRAM AT HERRINGTON

A program for the orthopedic department was organized and held January 13, 1971. The elementary counselor for Herrington Elementary, Miss Weiss was attempting to get the parents involved so as to be cognizant of the potential future of their children. The counselor contacted a Mrs. Gretchen Bowman, Vocational Rehabilitation Counselor for Oakland Schools. With Mrs. Bowman, Miss Weiss discussed the planning of a valuable program involving not only the parents but the entire orthopedic staff.

Together they decided upon the best approach. A slide presentation was decided upon. Invitations were sent home and RSVP's were included. The evening of the program Mr. Rochow, counseling coordinator and Dr. Toms, Director of Vocational Rehabilitation for Oakland Schools came to aid the presentation. An excellent turnout of approximately fifty parents and the entire orthopedic department were present. Coffee and donuts were served. The slide presentation included slides of actual Pontiac students being given vocational training. Many questions were raised and answered. Participation and involvement was outstanding.

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PERRY NINOTTI, PRINCIPAL
BALDWIN SCHOOL

The Elementary Counselor Program has won acceptance by parents, teachers, and students and has been an invaluable service to our school. Group counseling has helped students develop a stronger self concept. Individual counseling has helped our students make a better adjustment to school, in that they have an adult to relate to and confide in; providing role models and field trips in demonstrating to our students the value of remaining in school to achieve a broader education.

From an administrative standpoint, having a counselor facilitates action programs in our school. Teachers and parents need not go through the school office but can and have gone directly to the counselor on the various problems facing them. This means that problems can be handled quicker and more efficiently.

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WHAT COUNSELING MEANS TO ME

I am very glad that there is a counselor at Baldwin School because before when you had a problem you had to tell a friend about it and then hope that she wouldn't tell anyone or you had to bother a teacher. So I'm glad that Miss Judy is here.

By Cheryl

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CHRISTINE JONES
WHITFIELD SCHOOL

The sixth grade girls Club has gotten underway with about 20 girls and a enthusiastic mother director. Meeting on Wednesday after school, the programs have been devoted to good grooming for girls and two meetings to make Christmas gifts and decorations. The girls plan to bowl at the first meeting in January.

The girls have a volunteer steering committee which meets regularly with the director to plan and arrange the activities of their choice. The purpose of the Club is to promote friendships and happy, meaningful experiences. Girls are encouraged to attend any or all meetings of interest to them and no dues are charged.

In recent weeks the 6th grades have been visited by three role models in the field of chemistry. They are: Mr. William Tudor, Metalurgical chemist; Mrs. Betty Wilson, biochemist; and Dr. J.R. Bright, Chemistry professor, W.S.U.

Mr. Richard Lilley of Sporthaus, Inc., spoke to an assembly of grades 4-5-6 on skiing. Mr. Lilley sells sporting goods and is a ski instructor. His visit helped promote the Whitfield Ski Club.

The counselor has been visiting classrooms on all levels with filmstrip discussion sessions that are related to the Elementary Vocational Guidance Program.

To encourage reading of books on vocational subjects the counselor and librarian have set up a hall display with a Ski run theme: Figures on skis representing individual children can achieve beginner through expert ski areas by having read certain numbers of books on vocational topics.

A group of Whitfield mothers continue to work compiling a list of vocational role models, from among the parents. This list of role models and field trips will be incorporated into the master list for all eight schools in the Elementary Vocational Guidance Program.

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LINDA PHILLIPS
BETHUNE SCHOOL

We've been busy "trip-ing" at Bethune. A fifth grade class visited the ontiac Airport where they earned a great deal about ir traffic control. The kindergarten visited the pland Hills farm, viewed nd held new born lambs nd pigs. A sixth grade lass culminated a health nit by visiting the Sewage reatment Plant where a hemist and lab technolo-ist showed the class some ests they were running on he phosphate content of ater.

continued on column 2)

Our boys club is making puppets to be used in World of Work units and our Girls Club is learning about skin and nails. Plans are underway for visits by various role models for the 4, 5, and 6 grades.

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BEVERLY WEISS
HERRINGTON SCHOOL

We planned a trip to the airport with Mr. Mansour's 3rd and 4th grade class. We had an absolutely wonderful trip. First the children in groups of fifteen went up to the tower where they met the ground controller, air controller, and weather reporter. They were explained how the tower worked and saw the men in action. Later they met the Airport Assistant Manager and Manager, who answered their questions and talked with them about running the airport. And then they went to Cessna terminal where they met a pilot, Tom McGregor. We took them into a plane in two's, explained and let

(continued on Page 6, column 3)

IELD TRIPS

The elementary consul- ants have taken students n the following field rips:

ontiac Police Station
eterinary Clinic
ontiac Oakland Airport
etroit Metro Airport
ord Motor Company
etroit Art Institute
etroit Public Library
ossin Great Lakes Museum
obo Hall
oney Museum
ayne State University
arambee House
.A. Benson Lumber Co.
oncrete Step Company
ingswood Theatre
ocational Center
ewage Treatment Plant
oca-Cola Bottling Co.
eople's Food Store

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ELEMENTARY COUNSELORS

Judy Battenschlag
Baldwin Elementary
40 East Howard

Christine Jones
Whitfield Elementary
2000 Orchard Lake Ave.

Janie Payne
Central Elementary
101 East Pike Street

Linda Phillips
Bethune Elementary
154 Lake Street

Douglas Robinson
McConnell Elementary
245 S. Paddock St.

Deane Safir
Wisner Elementary
441 Oakland Ave.

Minnie Smith
Wilson Elementary
511 S. Sanford St.

Beverly Weiss
Herrington Elementary
541 Bay Street

William White
Mark Twain Elementary
729 Linda Vista

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BEVERLY WEISS

(continued from page 5)

them handle the controlls. Finally they were able to see a helicopter.

It was an exciting trip for all.

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RLD OF WORK UNITS FOR LEMENTARY SCHOOLS

ontinued from page 2)

Each counselor now is eveloping units to be used n various grade levels in r elementary schools:

They will develop a two eek unit at each grade evel.

They will go into class- and present the unit to e students.

We hope to possible with e help of the teachers, ke these units a regular rt of the school curri- lum.

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JANIE PAYNE
CENTRAL ELEMENTARY

Our World of Work activities at Central Elementary include bringing role models into our school. Two of our impressive role models were the ambulance drivers and the surgeon. As a follow up activity the first grade, Mrs. Wagner's room, and the third grade, Mrs. Kasameyer's room, made a book showing the work of both the ambulance drivers and the surgeon. Mrs. Kasameyer's room sent their pictures to the ambulance drivers while Mrs. Wagner's room put their pictures in a book form and sent them to the surgeon.

Two of the second grade groups and one first grade group went on a field trip to the airport. This was a very exciting trip for the students. As a follow-up activity, Mr. Levier, an interested parent and the boys from Mrs. Giglio's second grade room made a hangar out of cardboard. The students are bringing model airplanes to place in the hangar. The group is planning an Airplane Day on the playground.

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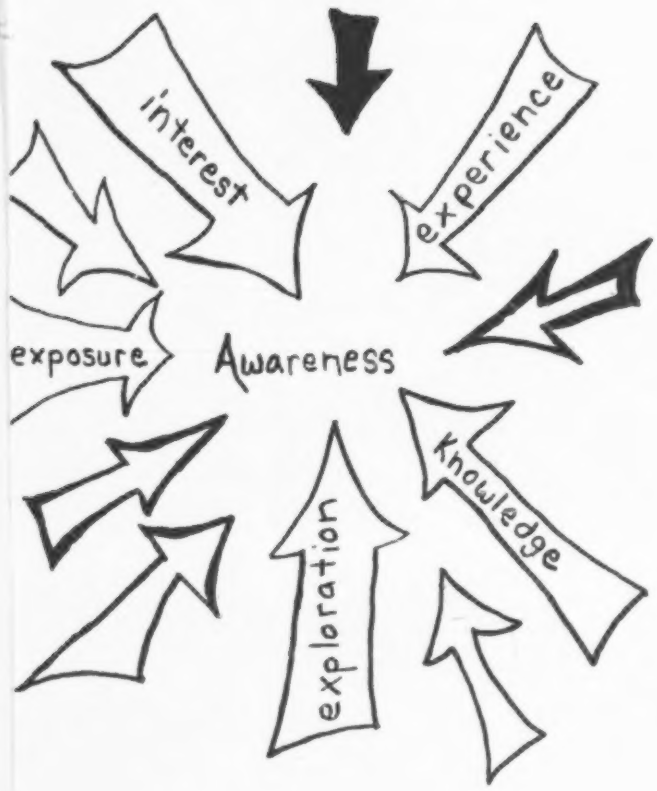

Newsletter

FEBRUARY, 1971 PONTIAC CAREER DEVELOPMENT PROGRAM

ELEMENTARY COUNSELOR-CENTERED INTERDISCIPLINARY TEAM

With the advent of the federal program providing for the assignment of several elementary counseling positions in the school system, an opportunity to create a meaningful action team presents itself. Since the counselors are to be located full time in the schools and will have the primary contact and responsibility for follow up, it seems most appropriate to use them as the focusing point for a multi-disciplinary approach to school problems.

Primary Team

It is proposed that a team of Pupil Personnel workers consisting of a psychologist, one school social worker and one school nurse be formed to serve the nine (9) elementary schools in which we have an elementary counselor. The elementary counselor in each school will screen all referrals for the school and coordinate the activities of the team. In addition, the principal and teacher involved will be a member of the team. The team will visit each school every three weeks at a specified time and will consider new referrals and review those previously seen. Beginning in February, 1971, the following schedule will be followed:

Whitfield - February 2 and 23rd; March 16; April 6; May 4 and 25th.

Baldwin - February 3 and 24th; March 17; April 7; May 5 and 26th.

Herrington - February 4 and 25th; March 18; April 8; May 6 and 27th.

Central - February 9; March 2nd and 23rd; April 20; May 11; June 1.

McConnell - February 9; March 3 and 24th; April 21; May 12; June 2.

Bethune - February 11; March 4 and 25th; April 22; May 13; June 3.

Twain - February 16; March 9 and 30th; April 27; May 18; June 8.

Wilson- February 17; March 10 and 31st; April 28; May 19; June 9.

Wisner- February 18; March 11; April 1 and 29th; May 20; June 10

Meetings would be initiated and scheduled by the elementary counselor upon recognition of an existing problem deemed serious

(continued on Page 2, column 1)

ERDISCIPLINARY TEAM

ntinued from Page 1)

ough to require group
ion. This might include
anioral or educational
adjustments of an indi-
ual child or more gen-
al educational problems
nifesting themselves in
e building.

The meeting would be
ld at the elementary
hool during class hours
that observation of the
ild and his social and
ucational world would be
ssible for team members.

The concerned teacher
uld be released from duty
when necessary for participation in the team effort.

After direct observation and discussion, a plan of action would be drawn up by the team leader to include recommendations for remediation, personality help, medical assistance and home contact.

Action would be initiated and a follow up meeting scheduled within a short period to assess the effectiveness of the action plan.

The counselor would follow up the plan in the individual building and make the necessary contacts, arranging meetings with other team members individually or in groups as needed.

A report of the ongoing process would be made in writing and submitted to the concerned principal and teacher. The counselor would then meet with these people to gain their comments and reactions.

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SERVICE TRAINING FOR TEACHERS REGARDING THE ELEMENTARY GUIDANCE PROGRAM IN PONTIAC.

The basic objective for
inservice training would
to help teachers in the
ne elementary schools
th counselors, become
amiliar with the role of
ne elementary counselor
nd the services he or she
an provide from the guide-
ines of the Federal Pro-
osal.

pecific Objectives

. To release teachers at
:00 from their regular
eaching duties.

. To concentrate on the
ower, middle, and upper
lementary for a period of
ne week for three weeks,
ith a teacher representa-
ive from that grade level
o take part in the work-
shop.

3. To use teachers who are on the faculty advisory committee or staff.

4. Each elementary counselor would be used as the substitute for that teacher, and go into his or her class and present World of Work units.

5. The inservice training would consist of:
a. Role of counselor
b. Working with the counselor in career exploration
c. Interdisciplinary Team approach.

The following resource people **may** be used in the training:

1. Dr. Williams
2. Dr. Messana
3. Dr. Pietrofesa
4. Dr. Leonard
5. Mr. G. Andrews
6. Miss J. Bulla
7. Mr. McDowell

The inservice training will be held at the Northeast Oakland Vocational Education Center on the 1st, 2nd, and 3rd week of March.

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RENT GROUP

Parent advisory group
t February 7th and went
er the activities in each
the schools. Many sug-
stions for role models,
ograms and field trips
re brought out and shared
each school.

Suggestions were also
de as to how to involve
en more parents in each
the schools.

We also discussed new
ograms that may come into
ntiac and how they would
fect their students.

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CAREER FAIR

A community career fair is being planned by Oakland Community College and the Pontiac Career Development program.

This fair will consist of approximately 60 exhibits from the various educational, businesses and manufacturing institutions in Oakland County.

There will be specific programs designed for elementary, Jr. High, Senior High and adults during these two days, April 26 and 27th.

This program will be made available to 6th graders 9th graders and senior high students in Pontiac and surrounding areas, as well as a night program for adults.

* * * * * * * * * * * * *

ARK TWAIN

Our 6th grade class en-
oyed a trip to Rochester
acking Plant, where they
aw live animals slaughter-
d and butchered.

The counselor assisted
r. Randolph with his 6th
rade Social Studies class
y ordering films from the
gyptian Embassy and ar-
anging for an Egyptian
o speak to the class.

The Crites Vocational
est was given to 25 se-
ected 6th grade students
y the counselor.

Mr. Jimmie Keel, Princi-
al of Whittier Elementary,
poke to the 6th grade stu-
ents January 26th. Mr. Keel is a product of Pontiac Schools, graduating from Central High School. Mr. Keel received BA degree from wilberforce University and MA degree from Oakland University.

Mr. James Green, a disgruntled Pontiac Motors employee, spoke to 6th grade students January 28th.

Otto the Auto Series "B" safety film for lower elementary pupils, was held in the gym February 5th. Approximately 350 pupils saw this film.

The counselor explained the Pupil Personnel "Team Approach" to Twain's Staff February 8,1971 from 3-4 P.M.

Mrs. Harold Day demonstrated and involved two 4th grades and one 5th grade class with Silk Screening on February 10th. The students made Valentine cards. Mrs. Day has agreed to return to Mark Twain and involve two 4th grades and one third grade class in making Mothers Day Cards.

A field trip for a 4th grade class to Water Sewage Treatment Plant February 10, 1971.

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ALDWIN

Valentine's Day was enjoyed y Baldwin's Girl's Club ith a visit to Evergreen ursing Home in Pontiac. ne girls worked on a proram of Valentine poems, ongs, dances, and a skit. efore our visit, Mrs. ughes a nurse, talked oout different types of ursing programs and areas n which nurses can be emloyed. It was fun for ne girls to see the nurses aring for the nursing ome patients.

The counselor visited a indergarten class with Vally the Worker Watcher" ne filmstrip character no introduced the class o his magic T.V. on which ne children saw animals nd people working and laying. The class made roup murals of animals nd people they see workng and playing.

A personal growth group third and fourth grade rls is meeting Monday at oon to talk about health bits and personal conrns. We will make a book the things we learn and ke puppets to teach the alth habits.

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WISNER HAPPENING

In conjunction with the h grade science unit on e human body, we have en working on a sub-unit health services.

We began by having Dr. Wm bbs, a dentist, come out speak about occupations the dental field. We had two assemblies, one for grades K-3, the other for grades 4-6.

A few days later, I went into the 5th grade rooms and showed the filmstrips "Helping the Healing Hands" followed by a discussion of health occupations.

John Steinbeck and Jerry Swope, from Fleet Ambulance Service, gave an excellent demonstration and talk on the job of an ambulance driver.

I again went into the 5th grade rooms and showed the film strip, "Job Opportunities in A Hospital."

We then went on a field trip to St. Joseph's Hospital, where we received the red carpet treatment. The tour was very well planned by Mr. Lauens, assistant hospital administrator, and "was the best educational field trip we ever went on," according to our 5th grade teachers. We were shown the labs, the blood-bank, the occupational and physical occupational therapy centers, and we had a tour of the hospital, including the pediatrics ward, and we saw a heart patient's heart being monitored. Students, teachers and hospital staff were all enthusiastic about this trip.

As a follow-up, we are planning to have several more role models including a doctor, a nurse, and a gentleman who makes artifilimbs.

Role models and field trips seem to be most effective and most accepted by the teacher when they are part of a unit the teacher is doing.

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WHITFIELD SCHOOL

Our field trips for February have been:

Detroit Metropolitan Airport
Detroit Art Institute
Pontiac Motor
Coco-Cola Co.

The 6th grade Girls' Club completed their series of meetings by baking their own cookies and candy at Washington Jr. High Home Economics room. The girls divided into groups of four, each making a different treat under the direction of Mrs. Eledrge, mother leader, and Mrs. Jones, counselor. The girls enjoyed their cookies and punch and as well as pre-view of the home economics experiences they will have in junior high school.

An interesting role model was Captain Morgan Howell, U.S. Merchant Marine, who appeared in uniform and spoke to two assemblies of 4th, 5th, and 6th grades. Captain Howell kept the children spellbound with his stories of his experiences of 48 years on ships.

High student interest in the Ski Reading Contest continues especially among the 3rd and 4th graders.

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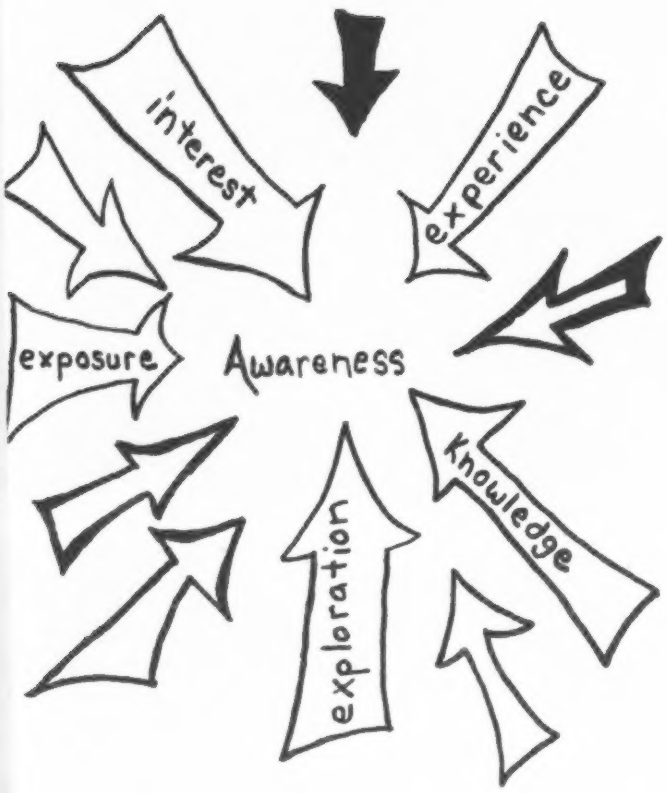


Newsletter

PONTIAC CAREER DEVELOPMENT PROGRAM

OCATIONAL GUIDANCE WORKSHOP

A vocational guidance orkshop was held at the ortheast Oakland Voca- ional Center on May 11th or all Oakland County ounselors.

Dr. Kenneth Hoyt, of the iversity of Maryland, who joys a nation wide repu- tion as a leader in the eld of vocational gui- nce and is one who offers actical and usable meas- es for counselors who rk directly with students.

Listed below were the general areas of discussion to which small groups were asked to address themselves. Each group had a leader who took notes on ideas presented and discussed by the small group and presented them in the final feedback session. The program was planned so that Dr. Hoyt would be able to consult with each of the small groups while they were in session.

Group I - How can more emphasis be placed on vocational guidance and development at the elementary, junior high school and senior high level?

Group II - How much is the counselor realistically expected to know about the World of Work?

Group III - What are some ways in which the counselor can learn about and keep abreast of changes in the working world?

Group IV - In general, how can the counselor best serve the student in vocational guidance.

JR. HIGH VISITATION TO NEOVEC

A program was set up by the Career Development office to have interested Jr. High students from all of Pontiac's Jr. Highs visit the Northeast Oakland Vocational Education Center. The basic objective was to have 9th grade students spend a morning at the center and see the various programs in action.

A pre visitation program was set up. Each Jr. High was visited by a representative from the center who put on a program for all 9th grade students, the program consisted of a jobs of the 70's presentation and programs at Northeast Oakland Vocational Center.

Post activities were lso encouraged in which tudents who have made the isitation would go back o their home Jr. High's nd talk to 7th and 8th rade students about the enter. Other suggested deas were to have field rips or role models come n who represented companies that would employ tudents from training prorams at the center.

Stu Packard, counselor t Northeast Oakland Vocaional center, Robert Smith, counselor intern from UofM nd Robert J. Rochow, Director of Pontiac Career evelopment Program, set p the program.

DISTRIBUTIVE EDUCATION STUDENTS ARE INFORMED OF OPPORTUNITIES AT A & P.

The Distributive Education class at the Northeast Oakland Vocational Center had an opportunity to hear Mrs. Watts, Director of personnel from A&P, and voted one of the ten most outstanding women in Detroit, talked about the varied opportunities in the A&P system.

She brought with her applications for the seniors to make out, since many of them now have the types of training to be employed at A&P.

PONTIAC NORTHERN HIGH VISITS OAKLAND COMMUNITY COLLEGE

150 seniors from Pontiac Northern High visited Oakland Community College to find out about the opportunities at the college.

The main emphasis was placed on the technical and pre apprentice training programs.

Mrs. Betty Blackford counselor at Pontiac Northern High organized and set up the visitation.

MARK TWAIN
BILL WHITE

Mrs. Harold Day, a volunteer trained Art Specialist from Rochester, Michigan concluded several Silk Screening projects for our upper elementary students. The projects included students making Christmas Cards, Valentine Day Cards and Mother's Day scarfs. She has graciously consented to work with our students and teachers next year.

The counselor was fortunate in bringing Mr. Charles Leonard into Mark Twain to speak to a 6th grade class. He was used as a resource person in the area of Civil Rights which was a topic in Social Studies. His presentation was a follow-up to a controversial movie that was viewed by the students.

Orientation of our 6th grade students began today with 3 counselors speaking to 3 groups. May 19th and May 20th our 6th grade pupils will be divided into 2 groups and will be bused to Madison and each group will spend a day at Madison going into classes; to the gym; to the library and to the counseling center.

The counselor has been busy giving the Post Occupational Choice Inventory this week, beginning May 10, 1971.

ETHUNE SCHOOL
INDA PHILLIPS

The Counseling Office as been busy working on areer Development in some f the classrooms. Mrs. chutze's second grade lass is currently working n a unit on Community elpers. They have viewed lides and filmstrips of he policeman, fireman, ailman, milkman, and other ommunity helpers. In conection with the unit, hey are building their own ommunity with paper mache' nd boxes. Trips are being lanned to the Dairy and he airport.

Something new has been dded to the Pontiac Career evelopment Program: Field rips for parents! The eacher assistants and ther interested parents f Bethune and Wisner Schools oured the new Northeast akland Vocational Educaion Center on Perry Street n Tuesday, May 12, Folowing the tour the parents ttended a coffee hour here they had an opportuniy to ask questions about he Career Development rogram at the two respecive schools.

Recently the Airport lub from Mr. Moody's 5th rade visited Pontiac Oakand Airport where they ere taken for a ride in a essna airplane. This Club as learned about many ocupations at the Airport hrough experiences at the irport and back in the lassroom. They have made otebooks and have written ome articles on pilots, air traffic controllers, and airplane mechanics. The Model Car Club from Mr. Petersen's room recently finished a display and bulletin board.

Other educational trips taken by Bethune students include Greenfield Village (5th & 6th grades), Fisher Body-Mr. Johnson's class, Metropolitan Airport-Miss Shorter and Mrs. Daniels, and Michigan Bell - Mr. Petersen.

The Elementary Counselor spent two days at Proud Lake Camp and helped with the outdoor education program for 5th and 6th graders of Bethune School.

BALDWIN SCHOOL
JUDY BATTENSCHLAG

An International Party is being planned by the sixth grade students for their classmates and parents. A group of students from various nationalities is planning the program of singing, dancing, and an instrumental presentation. They are also setting up a display of various articles from each country. One class is making flags, one maps and the other a souviner folder for each student. The party will be complete with a chance to sample food from each of the countries represented were Equador, Puerto,Rico, Greece, Germany, Mexico and Italy.

Representatives from the Oakland County 4-H Club Talked to our faculty about starting a summer program for the students at Baldwin. The counselor had the teachers poll their students to find out how many would be interested in such a program. The response was so good that the 4-H representatives have decided to come back and spend a whole day talking to the students explaining the program and finding out what kinds of things the students want to do. This is an excellent way for our students to work together and to perhaps develop a hobby. We hope to carry the program throughout the next school year.

An exchange of student hobbies is being tried, whereby a student who has a hobby or special interest will sign up with the counselor if he or she would like to present his or her hobby before another class. The counselor will work with the student on his presentation and will help him relate his hobby to various related occupations. Each student presenting a hobby will receive a certificate in our awards assembly.

As a result of our sixth grade trip to Lincoln Jr. High, the students will be trying out a new schedule where they have a different teacher for each subject and will change classes every hour. The visit was

(Con't on Page 4)

BALDWIN SCHOOL
CON'T

most worthwhile and was evident by the response on a follow up questionaire. The counselor will revisit the 6th grade classes to answer any further ques- tions they may have. The total reaction of the students can be summed up by one boys comment: "It's going to be a lot easier going there in September."

ERRINGTON HORIZON
EVERLY WEISS

Some time ago Mrs. Rey- olds 3rd and 4th grade lass had a vocational rip learning about food nd production. Miss Weiss nd Mrs. Reynolds, after ome pre-work, took the hildren to Richardson's airy, where they saw how he milk is piped, purified, nd bottled. From here he children went to Peo- le's Market where they aw the source of food pro- uction from being pack- ged to being sold. Both ichardson's and People's arket gave the children reats. The children had wonderful time.

The Anti-Defamation Lea- ue, Dolls for Democracy ogram, was presented to l 3rd and 4th grade asses. The Dolls for mocracy Program contains o women who came with atuettes of famous Ameri- n people. They show each atuette, relate to the ildren why these people re famous, what their bs were, and the role they played in society. General discussion was encouraged afterwards.

As a result of the vocational unit, Miss Weiss has been involved with Mr. McFall's 5th and 6th grade classroom. Students have undertaken presentations of interest in some vocational areas. Many of the presentations included working with rubber and other tool constructing things. The Utley-James Company was asked to send several role models to talk about the World of Construction. Four of the representatives of the Company came out to meet with the students showing slides, filmstrips, and have general discussion. The students enjoyed their visit.

The 5th and 6th grade Girls Club organized by Miss Weiss held a Mother and Daughter Fashion Show-Tea. The girls spent a great deal of time planning good clothes they would model from their own wardrobe, planning accessories, hair fashions, etc. The girls made personal invitations which were sent out to Mothers, female teaching staff, and the Girls Club from Bethune. The fashion show was held, and a great success.

The young ladies who had practiced modeling stances presented the show with grace and feminity. Miss Weiss orated the show. Afterwards, coffee, tea, punch, cookies and brownies were provided as refreshments to share with mothers and all other welcome guests. The girls had made these refreshments. A good time was had by all.

The girls of the 1st and 2nd grades in the Orthopedic Department decided that they would like to have a fashion show. These young ladies organized and planned the show by themselves. The show was put on May 12, at 10:30 on the stage. Miss Weiss introduced each girl and described the fashions as these young ladies fashionably adorned an array from pants to gowns. This show was held for the children of the Orthopedic Department. Refreshments was given to all of the spectators at the completion of the show.

THE PONTIAC CAREER DEVELOPMENT STAFF.

The Pontiac Career Development staff wishes you all a nice summer vacation. Our next issue of the "Newsletter" will be published in September see you then!!!

ADDENDUM 5

MEMORANDUM

SCHOOL DISTRICT OF THE CITY OF PONTIAC

To Elementary School Principals

Date February 4, 1971

From Robert Rochow

Subject Inservice training for teachers regarding the Elementary Guidance Program in Pontiac.

PROPOSED INSERVICE TRAINING

What: The basic objective would be to help teachers in the nine elementary schools with counselors, become familiar with the role of the elementary counselor and the services he or she can provide from the guidelines of the Federal Proposal.

How: SPECIFIC OBJECTIVES

1. To release teachers at 2:00 from their regular teaching duties.
2. To use teachers who are on the faculty advisory committee.
3. To concentrate on each grade level for a period of one week for six weeks, with a teacher representative from that grade level to take part in the workshop.
4. Each elementary counselor would be used as the substitute for that teacher, and go into his or her class and present World of Work units.
5. The inservice training would consist of:
    a. Role of counselor
    b. Working with the counselor in career exploration
    c. Using current materials and World of Work units in the classroom

The following resource people would be used in the training:

1. Dr. Williams
2. Dr. Messana
3. Dr. Pietrofesa
4. Dr. Leonard
5. Dr. Walz
6. Mr. Prottangeier
7. Dr. Merle Smith
8. Stuart Packard

When: Last week of February and the month of March.

Where: Northeast Oakland Vocational Education Center.

POSSIBLE PROBLEMS

1. Subsititutes
    a. Each counselor could be the substitute and do World of Work units in classroom - which is part of our specific objective anyway.

2. Teachers out of building at one time
    a. Only one teacher would be out of your building at one time.

3. Time teachers out of building
    a. Each teacher would be out of their building only three class hours for one week or three days.

4. Time Span
    a. If six weeks was too long of a period, we could concentrate on grades 1-3-6.

5. Cost
    a. All costs for speakers would be covered by project.

PLAN I GRADES 1 - 3 - 6

WEEK	DAYS	GRADE LEVEL	TIME	NUMBER	SCHOOLS
February 22nd - 26th	Tues., Wed., Thurs.	1st grade	2:00 - 3:30	9 teachers	Project Schools
March 1st - 5th	Tues., Wed., Thurs.	3rd grade	2:00 - 3:30	9 teachers	"
March 8th - 12th	Tues., Wed., Thurs.	6th grade	2:00 - 3:30	9 teachers	"
			4 1/2 hours	27 teachers	9 schools

MEMORANDUM

School District of the City of Pontiac

TO:
Ruth Brice - McConnell
Jean Hendershett - Baldwin
Jean Marton - Whitfield
Aileen Reynolds - Wisner
Judy Sheppard - Wilson
Miss Shorter - Bethune
Janet Wagner - Central
Mrs. Webster - Harrington

FROM: Robert Rochow

SUBJECT: Inservice workshop on Pontiac Career Development Program

DATES: Tuesday, March 2nd; Wednesday, March 3rd; Friday, March 5th.

WHERE: Northeast Oakland Vocational Education Center, just north of Madison Jr. High.

TIME: 2:00 p.m. - 3:30 p.m.

PROGRAM:

1. Role of elementary counselor
   Rap session with Dr. Joseph Messana - Oakland Schools
2. Working with counselor in Career Exploration
   with Dr. VanHoose - Wayne State University
3. Interdisciplinary Team Approach
   Mr. Graham Andrews - Psychological Service
   School Nurse, Social Worker,

I am looking forward to seeing you on these days.

RJR/ppp
2/26/71

School District of the City of Pontiac

TO:
Kathy Bernstein
Francis Bibb
Holly Davis
Helen Everett
Jane Giglio
Mrs. Gohwin
Mrs. Hackett
Jan Hayse
Frank Skevarce
Pat Stohlman

FROM: Robert Rochow

SUBJECT: Inservice Workshop on Pontiac Career Development Program

DATES: Tuesday, March 9th; Wednesday, March 10th; Thursday, March 11th.

WHERE: Northeast Oakland Vocational Education Center, just north of Madison Jr. High.

TIME: 2:00 p.m. - 3:30 p.m.

PROGRAM:

1. Role of elementary counselor
   Rap session with Dr. John Pietrofesa
2. Working with counselor in Career Exploration
   with Dr. John Pietrofesa - Wayne State.
3. Interdisciplinary Team Approach
   Mr. Graham Andrews - Psychological Service
   School Nurse, Social Worker.

I am looking forward to seeing you on these days.

RJR/ppp
3/9/71

MEMORANDUM

School District of the City of Pontiac

TO:	Myra Burnett	Mr. Johnson
	Jack Colbert	Martha Kasameyer
	Linda Crumb	James McFall
	Richard Dierda	Frank Skavarce
	Mrs. Hawkins	Bob Wick

FROM: Robert Rochow

SUBJECT: Inservice Workshop on Pontiac Career Development Program

DATES: Tuesday, March 16th; Thursday, March 18th; Friday, March 19th.

WHERE: Northeast Oakland Vocational Education Center, just north of Madison Jr. High.

TIME: 2:00 p.m. - 3:30 p.m.

PROGRAM:

1. Role of elementary counselor
   Rap session with Dr. Messana - Oakland Schools
2. Working with counselor in Career Exploration
   with Dr. VanHoose - Wayne State University
3. Interdisciplinary Team Approach
   Mr. Graham Andrews - Psychological Service
   School Nurse, Social Worker.

I am looking forward to seeing you on these days.

RJR/ppp
3/12/71

ADDENDUM 6

ADDENDUM 6

a. by Linda Phillips - Bethune

Elementary Career Guidance Project - Pontiac, Michigan

COMMUNITY HELPERS

A WORLD OF WORK UNIT
SECOND GRADE

TABLE OF CONTENTS

Purpose, Generalzations, Concepts & Values

Skills & Abilities & Content

Initiation

Daily Activities

Culminating Activities

Evaluation

Bibliography

Appendices - Concepts & Development

- A. Fireman
- B. Grocer
- C. Policeman
- D. Postman
- E. Banker
- F. Checkbook

WORLD OF WORK

COMMUNITY HELPERS

(Grade 2)

This unit was written to accompany the 2nd grade social science book Families and Social Needs, Laidlaw Brothers, Publishers, 1968. It best fits in with Unit I, Chapter 3 -- What Families Need.

I. Purpose:
   A. To familiarize pupils with the world of work in our community.
   B. To give needed experiences which provide maximum opportunity for vocational inquiry.
   C. To give pupils the opportunity to look at themselves in relation to their helpers.

II. Generalizations:
   A. Many people are needed to serve a modern community.
   B. All persons have the right to adequate food, clothing, shelter and medical care.
   C. All persons in a community need to work together to have the best community possible.
   D. People in a community work at different kinds of jobs and each one is equally important.
   E. People in a community are alike in many ways and are different in many other ways.

III. Concepts:
   A. Families have various needs.
   B. Many people in the community serve the families needs.
   C. The needs of the family come from varied places and people.
   D. Duties are performed and services are rendered in different ways.
   E. Each occupation is important to the family and to the community and has its worth.

IV. Values:
   As a result of his work in the unit the pupil increasingly
   A. Appreciates the occupations of various people and the dignity of their work.
   B. Appreciates the interdependence of the occupations in the community.
   C. Appreciates people who differ from him.
   D. Appreciates the contribution of each worker in the community.
   E. Appreciates each worker and his indirect responsibility toward the child.

V. Skills and Abilities

As a result of participation in this unit the pupil increasingly learns to:

A. Utilize books, visual aids, and other resources correctly to gain information.
B. Evaluate what he reads, hears and sees before forming opinions.
C. Use good oral speaking.
D. Be a good and courteous listener.
E. Share ideas and information in class discussion.
F. Learn proper role playing techniques.
G. Practice writting and making a notebook.
H. Formulate questions that will gain pertinent information from an interview.
I. Conduct an interview properly.

VI. Content

A. Terms we need to know before starting a unit on workers in the community.
   1. What is a community? People living together in a specific locality under common rules.
   2. What is a job?
   3. What is an industry?
   4. What is a business?
   5. What industries do we have in our community? What do they produce?
   6. What business do we have in our community? What service do they provide?
   7. What are the different jobs we can find in our community?

VII. Initiating the Unit - Make a bulletin board showing industries and occupations found in the community. Arrange a reading table with books relating to occupations. Best books would be the "I want to be" books by Carla Creene (see appendix)

VIII. Daily Activities

FIRST DAY

A. Read page 13 of Families and Social Needs
B. Make a list together on the board of all the things your family needs. The list should include: clothes, home, food, heat, water, electricity, garbage collection, money.
C. Discuss what a community is. Show a movie Our Community. The class should be able to see the relationship the family has to the community.

SECOND DAY

A. Read page 14 of Families and Social Needs
B. Discuss that a family needs different stores.
C. Make a list of the stores where the children's parents shop.
D. Talk about how the goods get to the stores.
E. Read page 16.
F. Make a list of the different jobs needed to bring food and goods to the stores.
G. Show filmstrip The Supermarket with record to go with it. (WOW #110)

THIRD DAY

Field trip to People's Market, Orchard Lake Road, Pontiac. The children can see the men unpacking and shelving goods. They visit the meat storage and cutting room. The store's manager talks with them. They see the cashiers. A part of this market is a bakery where they can see the clerk filling orders for customers. When they return from their trip they should discuss what they saw and draw a picture of their favorite part of the market.

FOURTH DAY

Read page 15 of Families and Social Needs

Discuss where the library, post office, police station, fire department and hospital are in Pontiac, Hold up chart (Urban Panorama from Dairy Council of Michigan) Have the students find the different buildings mentioned on page 15 on the chart. Discuss these places and how they serve us. Make a list of the jobs we would find there.

FIFTH DAY

The children have accumulated some written material and pictures for a book on community helpers. They should now organize their book, adding more pages and designing a cover. Since they spoke briefly of the post office yesterday, today would be an excellent time for a postman to come to their room and talk to them. It would be best to get the postman who comes to the school to deliver and pick up the mail. Two children can be selected prior to the postman's visit to interview him on his job, working hours, and what goes on at the post office. Show the movie The Mailman.

SECOND WEEK

FIRST DAY

Field trip to Pontiac Fire Dept., Police Dept., and City Hall. Here the students would have an opportunity to see the different jobs at each place. Two different students should interview a fireman, policeman, and clerk at the City Hall.

SECOND DAY

Further discussion of field trip - children should add pages to their book - pictures and information on policeman and fireman. Show the movie - The Policeman and City Fire Fighters.

THIRD DAY

Read page 17

Discuss how a family uses money. If possible have a banker come in as a role model to explain his job. Let the children do the worksheet on the banker to place in their notebooks. Let class make a check book of their own.

FOURTH DAY

Role play a bank - Let one child be the bank president. Arrange a desk with his name on it - Perhaps a toy phone, calendar, blotter, etc., (teachers desk can be used) In another part of the room set up tables for the tellers. Each should have a stamp pad and stamp, boxes with play money, and paper and pencil. (The bars of the teller stations could be made from cutting out large cardboard boxes.)

FOURTH DAY (continued)

The children can pretend to go to the bank, with a check book made from construction paper (see example at end of unit) they can "cash a check", writing it out first at tables set up in the room for this purpose.

FIFTH DAY

Discuss with the children a summary of all the workers in the community they have learned about. They should draw a picture and write a short paragraph of which worker they liked best or which worker they would like to be. Show the movie Our Community.

IX. Culminating Activities and Follow Up

Although the unit was intended to last approximately two weeks, it would be advisable to have some follow through with the learnings acquired. Possibilities would be:

A. Make a display of tools and equipment used in different occupations.
B. Use the children's notebooks to put on display for other classes in the school.
C. Plan an assembly program around what the class learned about community helpers.
D. As an art project have the class make dioramas using shoe boxes to show the different parts of community life. Backgrounds can be cut out of magazines. Foreground can be the workers themselves made from clay or clothespins.
E. Make a large map of Pontiac and put on the map their school and all the places they visited or learned about.

    Example: People's Market
    Police Station
    Fire Department
    City Hall
    Bank

F. Draw a large mural on paper against the wall or bulletin board showing the community at work. Divide into groups for this activity. Some students could do the drawings while others could color or paint.
G. Role play the policeman, the fireman, the grocer and the baker.
H. Write a newspaper. Put in articles and pictures about the class activities during the two weeks while they studied community helpers.
I. Make a model of a community using cardboard boxes for buildings (or sugar cubes if you are brave). Divide the class into groups for this.

X. Evaluation:

A. In this unit the more important objectives are ones that cannot be measured easily thus the teacher could keep anecdotal records of the students activities and attitudes.
B. Class standards can be set for evaluations of all types of written work and evaluated by the class at the end.
    1. Written reports
    2. Written interviews
    3. Charts
    4. Speeches
    5. Information gained from speakers
    6. Worth of information gained from excursions
    7. The paper on my occupational choice or choices might be.

C. In dramatic play the teacher can observe if correct concepts and desirable relations were made general.
D. Testing the concepts of work, worker, industry, community, occupation.
E. Write a paper telling about the contributions of different occupations to each child.
F. The teacher should evaluate the unit herself by comparing actual outcomes with anticipated outcomes.
G. Daily observation of interest and class discussion.

XI. Bibliography

A. 16 M M Movies (Instructional Materials Center)
   1. Our Community
   2. The Mailman
   3. The Policeman
   4. City Fire Fighters
   5. The Fireman
   6. The Policeman
   7. The Supermarket - WOW #110
   8. Where Does Father Work?
   9. Where Mother Works
   10. How Money Is Used

B. Posters, Charts, Transparencies, Tapes
   1. Urban Panorma Chart - Dairy Council of Michigan
   2. Posters - Community Helpers
   3. Transparencies - The Policeman is my Friend
   4. Tape - Our Community (with 16 skill sheets)
   5. Transparencies - What Community Worker am I?
      The Policeman
      The Fireman
      The Baker

C. Concept Picture Puzzles, Harcourt, Brace & World, Inc.
   1. A Visit to the Supermarket
   2. A Visit to the Fireman

D. Filmstrips at school
   1. The Grocer - SVE Community Helper Series
   2. The Baker
   3. The Fire House
   4. The Policeman
   5. The Postman

E. Books
   1. Berdick, Jeanne - First Book of Supermarkets
   2. Dillon, Ina - Policeman
   3. Elting, Mary - First Book of Firemen
   4. Greene, Carla - Where Does a Letter Go?
      I Want to be a Librarian
      I Want to be a Postman
      I Want to be a Policeman
      I Want to be a Fireman
   5. Hefflefinger, Jane - About Firemen
   6. Hoffman, Elaine - Our Friendly Helpers
   7. Lewis, Alfred - Behind the Scenes at the Post Office
   8. Mac Donald, Zillah - Firemen For a Day
   9. Miner, Opal - Irene Sevrey - True Book of Policemen and Firemen
   10. Newman S, & Sherman D. - The People Who Run Your City
   11. Robinson, Barry - On the Beat, Policeman at Work
   12. Sootin, Laura - Let's Go to a Bank

APPENDIX A

THE FIREMAN

CONCEPTS	DEVELOPMENT
The fireman protects us in many ways	He puts out fires in burning buildings. He rescues people who may be in dangerous places. He inspects buildings to keep them safe from fire.
When the fireman fights a fire, he uses many kinds of equipment.	The fireman dresses in boots, water proof coat, heavy gloves, and protective hat. The fire trucks are equipped with long ladders, floodlights and flashing lights, axes, picks, gas masks, fire extinguishers. When water is used, the fireman connects the hose to a hydrant on the street.
During a fire emergency, the firemen need our help to do their job properly.	The fireman can be called by telephone or at the alarm box on the corner. A false alarm should never be sent in. Since the firemen try to get to the fire as quickly as possible, drivers try to get over to the side of the street to let the fire truck pass. As the fire, stay out of the firemen's way. Always try to prevent fires.

APPENDIX B

THE GROCER

CONCEPTS		DEVELOPMENT
The Grocer or supermarket manager is a food distributor.		The grocer must get his food from the farm. Big trucks bring loads of fruits, vegetables, and dairy products to the store to be sold. All of these things have been grown by the farmer and sent to the city for sale. Baked goods, cereals, and canned foods have been prepared from farm grown products. Other things the grocer sells cannot be eaten like soaps. Some foods come from the ocean.
The grocer keeps different foods in different ways.		Dairy foods must be refrigerated. Some foods must be frozen. Some fruits and vegetables are kept on shaved ice. Canned goods and packaged foods are kept on shelves.
The supermarket has many helpers.		The man or woman at the checkout stand operate the cash register. Butchers cut and package meats. Someone weighs the fruits and vegetables. Someone else marks the prices on the food and puts it on the shelves.

APPENDIX C

THE POLICEMAN

CONCEPTS	DEVELOPMENT
The policeman is everyone's friend and protector.	The policman's job is mainly that of helping people obey the laws. Laws are like the rules of a game. The policeman helps us all by making sure that the rules are followed.
There are different kinds of policemen and each type has a different duty.	Traffic policemen stand at corners directing traffic; they help people find their way. Motorcycle policemen help to keep traffic moving at safe speeds. They also help some special cars get through traffic quickly. Policemen in cars and walking on the sidewalks help by watching stores and houses at night. Policewomen help children who have problems. Detectives help find people who may have been bad. Safety officers help children learn about traffic safety.
Policemen have special equipment.	Many policemen wear special blue uniforms with badges. They carry handcuffs, guns, holsters, night sticks, whistles. Some policemen wear white gloves and carry flashlights.

APPENDIX D

THE POSTMAN

CONCEPTS	DEVELOPMENT
The postman has many tasks connected with the delivery of mail.	When he gets to the post office, he must sort and arrange the mail he will deliver on his route. If one has moved, he must redirect that person's mail to his new address. Some of the mail is put into bags to be sent to storage boxes on his route. After delivery, he may take other mail back to the post office. Some postal workers sell stamps and assist with the mailing of packages. Others drive trucks.
The postmen and the post office department are very dependable, but they need our help.	Mailmen work in every kind of weather six days a week. Although millions of pieces of mail are handled each day, very little of it is lost. If a piece of mail is lost, mail workers will investigate and try to find it. We can help the mailmen by addressing mail properly and putting the right stamp on them. Mail Christmas greeting cards early. Keep sidewalks and porches free of our toys. Keep our pets from the mailmen.

ADDENDUM 6

b. by Christine M. Jones
Whitfield School

YOU AND THE WORLD OF WORK

A TEACHERS' GUIDE
FOR FIFTH GRADE

by Christine M. Jones
Elementary Counselor
Pontiac City Schools

March 1, 1971

ACTIVITIES

10 - 1 hour class meetings for a period of two weeks.

Specific Activities

Class Discussions

Filmstrips

Films

Books

Worksheets

W.O.R.K. Kit - S.R.A.

Role Models

Creative Projects

Class Presentations

DAY NO. 1

I. Introduction of Unit "You and the World of Work"

  A. Subjects covered

  B. Procedure - WEEK 1 & WEEK 2

  C. Expectations - 1. Notebook
    2. Presentation
    3. Written report

  D. Outline of Unit Structure

  E. Projects

  F. Presentations

  G. Notebooks for Worksheets

  H. Discussions

II. Who are you?

  A. Importance of Knowing "You".

  B. Filmstrip - (S.R.A.) "Who Are You"?

  C. Class Discussion

  D. Worksheets 1. Make Cover or Folder
    2. Fill in Worksheets
    3. Go over worksheets

  E. Plans for Next Meeting

DAY NO. 2

I. What Do You Like To Do?

  A. Go over 1st days worksheet.
    1. Any new information about you?

  B. Why we consider what you like to do.

  C. Filmstrip "What Do You Like To Do" - S.R.A.

  D. Class Discussion

  E. Worksheets 1. Fill in
    2.

  F. Next days PLANS

DAY NO. 3

I. Go over DAY 2 Worksheets - 1. Discuss

II. What is a Job?

  A. Show Filmstrip - S.R.A. "What Is A Job?"

  B. Class Discussion

  C. Worksheets

  D. PLANS For Tomorrow

DAY NO. 4

I. Go over worksheets — Discuss

II. What Are Job Families?

- A. Show Filmstrip "What Are Job Families."
- B. Class Discussion
- C. Worksheets
- D. Have available to individual viewers; Filmstrip "Health Services"
- E. PLANS for Tomorrow

DAY NO. 5

I. Review Worksheets

II. "What Good is School?"

- A. Filmstrip - S.R.A. - "What Good is School?"
- B. Class Discussion
- C. Worksheets
- D. Finish all work for first week
- E. Discuss PLANS for second week

DAY NO. 6

I. Exploring

- A. Discuss and take notes for folder.
  1. Your choice of two jobs to explore
     - a. Indepth presentation
     - b. One page outline
  2. How to explore
  3. How to record your exploration
  4. Reporting your findings - Diverse ways acceptable
     - a. Notebook
     - b. Written Report
     - c. Oral Report
     - d. Pictures - Film
     - e. Book Report
     - f. Art Work
     - g. Trips Interview
     - h. Panel Discussion
     - i. Bulletin Boards
     - j. Role Playing
     - k. Role Models
  5. Information report must contain
     - a. What are skills and abilities
     - b. Rewards 1. Salary
       2. Other than salary
     - c. Specific interests of job
     - d. Work alone or team?
     - e. Activities of job
     - f. Conditions
     - g. Physical Activities
     - h. Responsibilities
     - i. Where are these jobs found in United States?
     - j. What job families?
     - k. School subjects needed?
     - l. How does it feel to do job?
     - m. Sources of satisfaction to me.
     - n. Sources of dissatisfaction to me.

- B. Begin Research
  1. Individuals
  2. Small Groups

DAY NO. 7

I. Individual and group research time

  - A. Diverse materials provided - Materials brought in by students
  - B. Creative Projects
  - C. Presentations
  - D. Teacher acts as resource person

DAY NO. 8

I. Individual and group research

  - A. Materials provided
  - B. Materials brought in by students
  - C. Creative Projects
  - D. Presentations
  - E. Teacher is resource person

DAY NO. 9

I. Oral Reporting

  - A. Class Presentations
  - B. Creative Projects
    1. Individual or group

II. Prepare notebooks to be handed in

DAY NO. 10

I. Oral Reporting

  - A. Class Presentations
  - B. Creative Projects
    1. Individual or group

II. Hand in notebooks - finished

III. Evaluation - By students of Project.

  - A. Use evaluation questionnaire.

JOB FAMILIES FOR STUDY IN GRADE FIVE

I. Neighborhood Businesses

Large Supermarkets
Private Businesses
Churches
Recreation Facilities
Schools
Gas Stations
Others

II. People Who Work With Animals

Pet Shop Owners
Veterinarians
Animal Trainers
Zoo Workers
Circus Workers
Dog Catchers
Humane Society Staff
Others

III. Transportation Occupations

Railroad Men
Airline Services
Truck Drivers
Taxi Drivers
Steam Shovel/Tractor Operators
Ship Crew
Others

IV. Make things

1.
2.
3.
4.
5.
6.

V. Sales

1.
2.
3.
4.
5.
6.

VI. Transportation

1.
2.
3.
4.
5.
6.

VII. Protection

1.
2.
3.
4.
5.
6.

VIII. Education

1.
2.
3.
4.
5.
6.

IX. Health

1.
2.
3.
4.
5.
6.

> What greater of better gift
> can we offer the republic
> than to teach and instruct
> our youth?
>
> Cicero

EDUCATION AND THE WORLD OF WORK

ORAL
DISCUSSION

UNSKILLED	SKILLED	SEMI-PROFESSIONAL	PROFESSIONAL
Car washer	Plumber	Store Manager	Teacher
Assembly-line	Electrician	Car Salesman	Engineer
Janitor	Secretary	Computer Programmer	Nurse

"Who do you think has the best education or has learned the most, e.g., the car washer or the teacher? Why?

"Who do you think earns the most money, the car washer or the teacher? Why?

"Who do you think likes his job the best, the car washer or the teacher? Why?

TEACHER "You have taken a look at your fifth grade education and thought about jobs you might get when you grow up. Now, I am going to show you the kinds of grades that usually match different kinds of jobs.

Diagram for blackboard.

	JOB	SCHOOL GRADES	SCHOOL FINISHED
PROFESSIONAL	Doctor	A's, B's	College
	Teacher	" "	"
	Engineer	" "	"
	Registered Nurse	" "	"
SEMI-PROFESSIONAL & TECHNICAL	Commercial Artists	A's, B's, C's	High School & 2 yrs.
	Fashion Designers	" " "	" College
	Pilots, Co-Pilots	" " "	"
	Radio, TV Announcers	" " "	"
SKILLED	Machanics	A's, B's, C's, D's	High School & Special
	Carpenters	" " " "	" Training Skills
	Bus Driver	" " " "	"
	Tool & Die Makers	" " " "	"
UNSKILLED	Factory Assemblers	C's, D's, E's	High School Education
	Delivery Men	" " "	" not required
	Truck Drivers	" " "	"
	Dock Loaders	" " "	"

ORAL DISCUSSION "Did you match your grades with the job you might best be qualified for?"

(Some of the jobs the children selected will not be listed on the board. Take the time to categorize them.)

JOB FAMILIES FOR STUDY IN GRADE FIVE

I. Recreation Workers Who Help You Play

- Recreation Directors
- Maintainance
- Physical Education Teachers
- Office Staff - Switchboard Operators
- Camp Counselors
- Food Servicers
- Others

II. People Who Work at the Zoo

- Animal Trainers
- Maintainance Workers
- Veterinarian
- Doctor
- Zoo Director
- Ticket Salesman
- Food Salesman
- Office Workers

III. Holiday Workers

- Window Display Artists
- Actors and Actresses (clowns, etc.)
- Musicians
- Commercial Artists
- Interior Decorators
- Seamstress and Tailors
- Public Relations - Advertising

Each job family can be studied systematically and developmentally

through the use of: Occupational Materials

Role Playing

Speakers

Group Activities

Field Trips

EDUCATION AND THE WORLD OF WORK

"Which job do you think is the best — the car washer or the teacher? Why?

Continue other job occupation comparisons in alike manner from the four different catagories.

"We have found that the person who gets the most education or finishes the most schools, usually gets the best jobs."

"We have listed many jobs. Now, I would like for you to draw a picture of what you would like to be when you grow up. While you are drawing your picture, think about why you want the job."

"What is it about the work that you think you would like?"

"What is it about the work that you might not like?"

"Is it a daytime job or a night time job?"

"Is it a quiet job or a noisy job?"

"Will you work with other people or work alone?"

"How much education do you think you will need to be qualified to do the job?"

WORK IN SCHOOL

VOCABULARY QUALIFICATIONS INTERVIEWING APPLY REWARDS PENALTY

TO THE TEACHER

Have a discussion on the jobs the boys and girls have in the classroom and in the school. Make a list of all jobs in the school. Talk about the qualifications for these jobs and how they apply for these jobs.

ACTIVITIES

1. For variety in the discussion, role play some of the jobs within the school, (directions for role playing are presented later in this booklet.) Perhaps they could role play interviewing for a job.)

Examples:

Service Girls
Safety Squad
Teacher Helpers
Interviewers
Custodian Helpers
Library Helpers
Luncheon Helpers
Room Helpers
Office Messengers
Student Council

2. The qualifications for these jobs and the rewards and penalties of each should be explored. Perhaps a committee could be formed to investigate the various types of jobs within each category and the role that they play.

An example of this might be the library helpers. Some of the jobs listed might be:

Change in and charge out helpers
Overdue books
Shelves
Binding
Classification of books, etc.

EXPLORING THE WORLD OF WORK

PURPOSE

To have the children learn about some of the many occupations in the world of work.

TO THE TEACHER

Review the material in Kindergarten through Third grade.

"You have been looking at yourself and others. You have thought about working at home, working in school, your work habits, and how you might look for a job in the working world. Now you are ready to explore and look over the many many jobs or occupations you might want.

Let's just think about some of the jobs you have been thinking about."

Jobs they may want:

Have the children name some of the jobs they might want. List them on the board for all to see.

Ask the boys and girls to look at these and see if they can observe any way that these might be grouped together. The teacher can have categorized into:

Professional
Semi-Professional
Services
Skilled
Unskilled

Discussion on the type of job that each of these fields represent should be given time for thought.

ACTIVITY

Have adult role models from each of the five categories speak to the class.

1. You should do things as correctly as you can!

All people make mistakes, but they do not do it on purpose. You should should try to always to things as best as you can and be sure it is as right as possible. Get help if you need it.

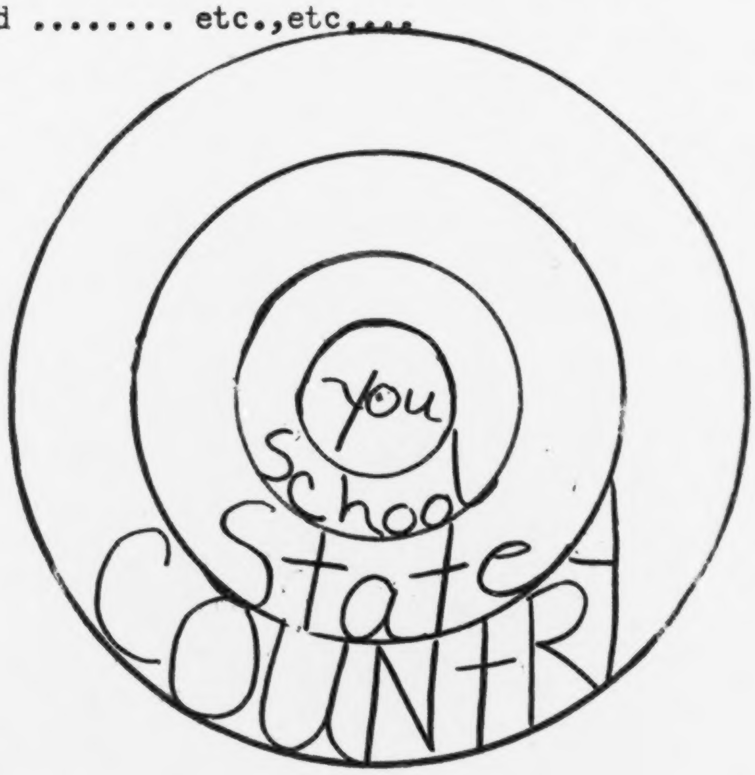
EXAMPLE: If you are working on a problem in math you don't say, "I guess this is the answer," or, "This is almost the answer."

EXAMPLE: A man putting an automobile together in a factory doesn't say, "I guess this is where the steering wheel goes."

2. When you are studying, look over the whole lesson first and then see where that particular thing you are doing fits into the whole picture.

EXAMPLE: In science when you are studying the particular parts of a flower, you see what the petal has to do with the whole flower.

EXAMPLE: At your work you must think about how your particular job that you are doing at that minute fits into your whole job and how it fits into the entire company you work for. You as one person do not seem so important but when you think of how you fit into the class, and into the whole school, and into the state, and into the country, and .... etc.,etc....



THINK ABOUT A JOB YOU WOULD LIKE

1. What are the different types of workers found in this plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are the job duties?

5. What are the educational and experience requirements for these jobs?

6. What are the physical requirements?

7. What are possible weekly or monthly earnings?

8. What are the future opportunities?

9. Can you think of other questions that you want answers to? Feel free to ask them.

WHY PEOPLE WORK

WHY PEOPLE WORK

1. For money
2. To help others
3. To be active
4. For the job of doing
5. For promotion
6. The basic needs - food, clothing, shelter
7. A sense of belonging to a group
8. For respect, importance, and independence
9. For information or to learn.
10. For understanding of self and others
11. For beauty of the world.

HOW DO YOU FEEL ABOUT EACH OF THESE?

SCHOOL WORK AND MARKS

Have you changed any in thinking in reference to reasons for the necessity of doing well in school?

HOBBIES AND INTERESTS

How are hobbies and interests important in thinking of your future work?

WHERE WILL YOU LOOK FOR A JOB?

Where will you look to get this job?

Some of the ideas that may be suggested:

1. Parents
2. Friends
3. Relatives
4. Want ads
5. Yellow Pages Directory
6. Employment Offices
7. Go to the place where they have these jobs and ask for one.

This would make an interesting bulletin board for the children to show the place to look for a job.

Parents

"Should you discuss the job you may want with your parents?"

"How can they help you?"

"Will they help you?"

Friends

"Will friends be of help to you in getting a job? Will they know of jobs available? Of places to look?"

Relatives

"How can relatives, such as grandparents, cousins, brothers or sisters, ect, help you?"

(The same discussion will probably follow as it did with the above two sources.)

Want Ads

"How can the want ad section of the newspaper help you find a job?" Supplementary Study for the Teacher to Use.

Further discussion on how to make better use of the want ad section of the newspaper can be developed by the teacher.

Some children do not have newspapers available to bring to school. If they do have these at home, encourage them to look them over and bring them to school. The teacher can give to each child one or two want ads or show them on an overhead projector. Encourage the children to make observations, and share these with the class.

Questions to Guide Discussion:

1. How is the part in the want ad section for people looking for a job divided? (jobs for men and jobs for women.)
2. Why are some ads larger and some smaller?
3. Do they have any that advertise for more than one job?
4. What do they show or ask for in the ads?
5. If you want a job can you put an ad in the paper?

Give as much time as the class needs to discuss and examine the ads. Allow for many questions and let the children answer each others questions.

Additional Communications Activities

1. Have the children look for want ads. They may have jobs they might want to apply for.
2. Those interested could write their own ads. They can pretend they are a company and need some workers.
3. Writing a letter in answer to a want ad would be of great value for spelling, handwriting, letter writing, etc.

Yellow Pages of the Telephone Book

"How can the Yellow Pages help you find a job?"

(This may be a more difficult concept for the children to understand. Having one or two phone books in the room to share would be helpful.)

"What information would the book show?"

"Do you think the newspaper want ads or the yellow pages would be the best to use?"

(Since this can be a matter of opinion, some of the pupils may realize that it depends on what they are looking for to fully answer this question.)

Employment Offices

"What is an employment office and how can it help you find a job?" (Very few of the children will know of this source of help. The teacher may not wish to discuss this too deeply. However, they should be aware that such an agency exists.)

WHERE WOULD YOU LOOK TO FIND THE JOB YOU MAY WANT IN THE FUTURE?

HOW CAN EACH OF THESE HELP YOU?

WORKSHEET

I. OCCUPATION

a. Job ____________________

b. Nature of Work ____________________

c. Duties to Perform ____________________

d. Why you might want it ____________________

II. WHAT IT OFFERS

a. Present chances for employment ____________________

b. Future of this job ____________________

c. Advantages of the job ____________________

d. Disadvantages of the job ____________________

e. Importance to self and others ____________________

III. WORKING CONDITIONS

a. Salary ____________________

b. Hours ____________________

c. Vacation ____________________

d. Further training or education ____________________

IV. REQUIREMENTS

a. Education needed ____________________

b. Type of person for this job ____________________

c. Physical Needs ____________________

V. INTERESTS

a. Steps you take now to help yourself ____________________

____

b. Where you got your information ____________________

____

III. QUALIFICATIONS NEEDED

Age ____________________

Male or Female ____________________

Height and Weight ____________________

Physical Requirements ____________________

Education ____________________

Other Training ____________________

Type of Person -- Likes or Dislikes ____________________

IV. WORKING CONDITIONS

a. Hours ____________________

b. Days of the work ____________________

c. Vacation ____________________

d. Salary ____________________

e. Advancement ____________________

f. Hazards to the Job ____________________

V. READING YOU DID TO FILL OUT THIS FORM:

____

____

____

____

VI. HOW DO YOU FEEL ABOUT THIS JOB? WHAT ARE SOME THINGS YOU WILL HAVE TO DO TO HELP YOURSELF? ____________________

____

____

____

____

____

____

WORKSHEET

1. LIST SOME OF THE REASONS WHY JOBS MAY CHANGE IN THE FUTURE.

2. NAME AN OCCUPATION OR JOB THAT WE DO NOT HAVE NOW.

3. WHAT JOBS ARE GOING TO REALLY BE NEEDED IN THE FUTURE?

EXPLORING THE WORLD OF WORK

JOBS YOU MAY WANT

Classification:

Professional
Services
Clerical and Sales
Agriculture, Fishing, and Forestry
Skilled
Unskilled

SCHOOL WORK AND MARKS

"When you apply for a job many companies will call or write the schools for your marks."

"Do you suppose they will ask for your elementary, junior high, senior high, or college marks?"

More and more companies are asking for elementary grades.

1. You are to choose two jobs that you would like to study. Be sure that they are jobs you want to find out about.

2. Use any and all information available. Ask for other materials if you cannot locate help. Other pupils in the room can help.

3. As you read, write down ideas that are important.

The teacher could list on the board the Major Occupational Field or have them mimeographed for each child to have.

Medical
Engineering
Chemistry
Skilled Worker, Industry
Teaching
Religion
Legal (law)
Library
Agricultural
Forestry
Home Economics
Personal Services
Social Welfare
Journalism and Writing
Art
Business

Each of these should be discussed and many examples of the jobs should be given.

WORKSHEET

I. OCCUPATION

a. Job Description ______________________________
____

b. Nature of Work ______________________________
____

c. Specific Duties ______________________________
____
____

d. Reasons for Considering it ______________________________
____
____

II. WHAT IT OFFERS

a. Present Outlook ______________________________
____

b. Future Outlook ______________________________
____

c. Work Environment (Physical & Mental) ______________________________
____

d. Advantages of Job ______________________________
____

e. Disadvantages of Job ______________________________
____

f. Importance to Society ______________________________
____
____

WORKSHEET

WHAT ARE YOUR HOBBIES?

WHAT ARE SOME OTHER THINGS THAT YOU ARE INTERESTED IN?

HOW DO YOU SPEND YOUR LEISURE TIME?

HOBBIES

"What are your hobbies? What are some of the things you like to do on your free time?"

Hobbies can be thought of as:

1. Doing things
2. Making things
3. Collecting things
4. Learning things

Have them give examples of each. Each child could tell:

How they started this hobby

Why they started it

What they have learned

What they expect to do with it in the future

Do they know of any famous people who are doing the same thing?

So some people make their living with this?

DISCUSSION

1. Hobbies and interests are fun.
2. Hobbies and interests are something to do when you can't find other things to do.
3. Hobbies and interests can be continued all through your life.
4. Hobbies and interests can be changed often.
5. Hobbies and interests can be shared with other people.
6. Hobbies and interests might sometimes help you decide what job you might want in the future.
7. Hobbies and interests may be altogether different than what you want to do in the future.

"In studying jobs and occupations you are beginning to think for yourself in relation to these jobs. Because of the type of person you are, you think or try to fit your choice to the job. What are some ideas that you have noticed about yourself and the jobs you might want?"

What about you?

Do you like the indoors or the outdoors?

Do you prefer sitting or moving around?

Do you like to have people around you or prefer being alone?

What are your interests and hobbies?

Are you creative with your mind or with your hands?

Do you like to tell people what to do or would you prefer having someone tell you?

TO DO

List some of the things about yourself that may help you decide about your future career. An example would be the marks a child has in certain subjects.

WHERE DO YOU GO FROM HERE?

ORAL DISCUSSION

"If you like the way your future looks -- if you like the grades you are getting, what should you do?" (Continue to work well.)

"But, if you do not like the way your future looks -- if you do not like the grades you are getting, what should you do?" (Work harder.)

"How can you really begin to work harder in school?"

1. Take time at home to sit and think about yourself and what you want for your life.
2. Talk to your parents and see what they think is best for you.
3. In school, try to clear your mind from daydreaming and listen to directions and discussion.
4. When you don't understand something, ask questions.
5. Get help at home. Practice reading and your other subjects each day. In other words -- Study, STUDY, STUDY!

Above all, remember, you can do it!

A STUDY OF ME AT HOME

ORAL DISCUSSIONS

"We have talked about the one kind of you -- the "School You." Next, we are going to spend some time studying the "Home You." We will conduct our home study in the same way that we studied you in school."

Write two paragraphs about the kind of person you are at home, what kinds of things do you like to do? What kinds of things do you not like to do? How are you like the other members of your family? How are you not like or different from the other members of your family?

SMALL GROUP DISCUSSION

Invite the children to divide into about 6 small groups. Have them find out as much as possible about each other's personalities at home. Let each group select a reporter. The reporter's job will be to report back to the class about the groups similarities and differences in the way they behave, and their responsibilities at home.

A GALE

Write two paragraphs about yourself but do not write your name or the color clothes you are wearing today. When I collect the papers, I will mix them. See if you can guess whose paper I am reading. By the way, keep it a secret if it is your paper. (Teacher must save the papers for a comparative study.)

Invite a small group of children to participate in a discussion of "The Kinds of People I Like." Encourage them to talk about specific personality traits.

Invite a small group of children to participate in a discussion of "The Kinds of People I Don't Like."

"If you could change something about your personality and/or the way you look from what would you change to what would you change, and why?

After you have finished writing, draw a before and after picture of of the changes you would make.

Invite only those children who volunteer to discuss their papers. Encourage all the children to participate in discussions of methods of ways of changing. For example, one child who is shy and withdrawn may want to be more outgoing. Have the children talk about ways of overcoming shyness. Another child may wishto change one hair type for another. Have the children talk about ways of accepting yourself and the value of being what you are.

MY FAVORITE SUBJECT

How do you do in this subject?

Why study this subject?

Jobs relating to this subject: ______________________

____

____

____

____

____

WORKSHEET - WORK HABITS

You learn to do the things best you like to do most. Which of these subjects do you like the best? Put a **check** in front of them.

_____ reading
_____ spelling
_____ handwriting
_____ gym
_____ music

_____ social studies
_____ science
_____ arithmatic
_____ art
_____ library

Which of these subjects do you not like? Put a check in front of them.

_____ reading
_____ spelling
_____ handwriting
_____ gym
_____ music

_____ social studies
_____ science
_____ arithmatic
_____ art
_____ library

TELL WHY THESE ARE IMPORTANT IN SCHOOL

Reading-

Listening-

Writing-

Speaking-

Seeing-

WHY ARE THESE IMPORTANT WHEN YOU WORK ON ANY JOB IN THE FUTURE?

Reading-

Listening-

Writing-

Speaking-

Seeing-

WHAT IS STUDYING?

Most children will say doing homework or reading is studying. Ask them to think about this and they may bring up these activities as studying:

1. Reading a textbook or magazine, or encyclopedia
2. Writing a report or poem
3. Listening to the teacher, a pupil, a TV show, the radio, etc.
4. Speaking in front of the class, or at your seat, or in a group
5. Watching a play, a TV program, a movie

"Aren't some of these fun?"

"Can you make things seem like fun or become more interesting? Even if you dislike science, can you think of a time when you liked it? In the future when you have a job, you will have to be able to read, listen, write, speak, and watch."

"What are examples of reading on a job?"

1. Reading directions from the boss
2. Reading how to put things together, etc.

"What do you have to listen for on the job?"

1. Directions by co-workers
2. A noise that is in a mechanical motor, etc.

"What do you write on a job?"

1. Letters to companies
2. Fill out needed forms, etc.

"Why will you have to be able to speak well on your future job?"

1. So your co-workers know what you are saying
2. Those that speak well get better jobs

Have the class discuss other jobs that are not easy. Bring out the idea that studying and working can be more enjoyable if they know how to, but that it may be boring at times.

TO DO: WORKSHEET # 4

Some reasons why you should be a better student

WORK HABITS

TO THE TEACHER

"Why do you study?"

To open discussion, "You may feel you are a good student now, but all of you can be better students. What are some of the reasons why you should become a better student?"

1. To make better grades
2. A feeling of personal satisfaction
3. You get along better with teachers, parents and students.
4. To finish studying and have more time to play or do other things
5. So you can succeed better and go to college or get a better job
6. If you learn to study the right way it is easier
7. So you can join clubs and do other things in school you like

"Is studying or working an easy thing to do?"

Have the children bring out the idea that it probably is not easy for most students. It can be easier if you know how.

Examples: To show that all tasks are not easy or fun might be...

As baseball pitcher needs to continually practice to perfect his skills. He must learn to do many things that are not pitching.

A singer needs to continually practice to be better. He must practice breathing and scales which he may find boring.

A salesman needs to continually try to sell more. He has a lot of paper work to do and may become bored.

TO DO: The children may either buy a notebook or make one.

Have the children take a good look at their loose leaf notebooks.

Are they messy?

Do they need to throw away some papers?

Is it organized by subject?

They can buy or make their own dividers out of heavy paper or cardboard.

Have a "cleaning session" a couple of times a month.

TO DO: WORKSHEET

"Where do you study?"

Examples: Too many in the house, noise caused by a baby or TV or other children, two or more in one bedroom, etc. Have them see that it is hard for others too, but that it does not mean things cannot be better or that they may use this as an excuse not to study.

1. Try to find a quiet place at home. It may be a bedroom, the kitchen, or the basement.
2. The temperature should be comfortable between 68 and 72 degrees. If it is too hot you become sleepy. If it is too cold, you worry about that.
3. Be sure that you have a good light by which to study. If it is daytime, daylight is the best. A lamp at a desk is good. If you read, it is best to have the light over your right shoulder. Sunlight is bad for your eyes.
4. Sitting in a comfortable chair is very helpful. A straight back chair is supposed to be the best. Too soft a chair will put you to sleep, or make you daydream; too hard a chair, and your back and other muscles hurt.
5. Do not study for a long time. Your eyes may hurt, your hand hurts if you are writing, your head begins to ache, etc.
6. Be sure you have all of the materials you need -- paper, pencils, eraser, pen, ruler, dictionary, text, etc.

A good student has an assignment notebook. It is always better to write things down. You sometimes forget. Have the children start keeping one.

WORKSHEET WORK HABITS

Pretend you are at home and are going to do your homework.

Make a drawing of where you study.

How could it be better? Either draw this or make a list to show how to improve it.

How do you plan your study time in school?

In the discussion they may tell of the places they are working, the materials they will need, and what to do when they finish. Encourage the students to explore this idea of studying in school and how it may differ by subjects and the room they are in.

"Do you study at home the same as you do in school?"

Discuss this! There are many ways to get ready to study. Each person is different. They must learn to study the way that is best for them. Some people study better with noise around them. For others it must be quiet.

"Here are some ideas to help you to get ready."

1. Try to see why it is important to do this particular task.
   Build a good attitude about it. Think of the whole thing.
   How will this prepare me for my future career?
2. Try and build good work habits
   Don't put things off and then do a poor job because you have to hurry. It seems easier to do the studying first and then when you play or watch TV it is more fun.
3. Make a study schedule for each week.
   Keep to this as much as possible. Pretty soon it will become easier to follow. The teacher and class should discuss schedules and how to set them up.

A study for this grade level would be the introduction of each area of the curriculum and the jobs which would be pertinent to that subject. For instance, some of the occupations related to the language area would be:

Lawyer
Secretary
Radio Announcer
Drama Critic
Librarian
Sales person
Sports Writer
Editor
Hostess
Salesman
Author
Copy Writer
Clergyman
Teacher
Actor
Printer
Buyer
Journalist
Interpretor
Advertising
Transister
Tutor
Crytographer
Speech Therapists
Telephone Operator
Proofreader
Customs Clerk

THINGS TO DO TO HELP YOU IMPROVE YOUR WORK

1. Be interested in your school work and your job.
2. Know what you want to get done and do it - goals.
3. Feel that what you are doing is worth something to yourself and others - satisfaction.
4. Really try to put your efforts and thoughts to work.
5. Keep trying; if you make a mistake, do it over and over - be persistent.

Other ideas to develop

1. The more you practice something the better you learn and remember it. Discuss drill and repetition in school and at work.

   Examples: They drill the addition and multiplication facts.

   A secretary continually drills on a typewriter.

   Have them name some jobs that have a lot of repetition.

   Example: Factory assembly line worker.

2. All things seem hard at the beginning. When you first begin to learn something, it seems that you do not show much progress. It seems to take a long time. You move slowly. Then it starts to move faster and faster.

Examples: Think back to first grade when you were beginning to read. It took so long to read a page or two. Now you can read a whole story in a short time. Will the same thing happen when you start a new job?

3. When you are working on a job or school work you sometimes forget things and need to look it up in a book or ask someone.

It may seem that it is on the tip of your tongue or it is there in your memory but at that second you can't remember.

You need to know where to find what you need and how to find it.

A dictionary for words.

A newspaper for an article.

An encyclopedia for a date, etc.

The teacher can develope this to greater extent if they would like to at this time.

O DO: WORKSHEET

WORK HABITS

Write a list of things that bother you when you work or study. Then tell one thing you can do to improve or help yourself.

If you were working on a job at a place of business what might be some things that would bother you (imagine yourself doing the job you want when you are an adult.)

TIPS ON HOW TO MEMORIZE

1. Decide why you are memorizing that particular thing. Understand the meaning and how you will use it.
2. First, read the whole thing.
    a. Reread it to better understand.
    b. Cover this up and tell yourself what the whole thing is about.
    c. If you have trouble doing this, then reread it and try again.
3. Start to memorize small parts.
    a. Read a small section. Read it again.
    b. Say it aloud.
    c. Cover this up and see if you can say it aloud, if not, test yourself again until you know it.
    d. Continue this way with all that you want to learn.
4. Leave this for awhile and do something else.
5. Go back to it later again and retest yourself. The parts that you have forgotten can be learned over again.

   The teacher and children can give some similar examples for the children to try this method. They could be nonsense poems or words.

"Keep your mind on your work."

It is important for boys and girls to know that all people -- children and grown ups become easily distracted. Talking about this sometimes helps.

"What are some things that bother you when you are trying to study?"

Noises outside

Eyes get tired

Baby

Daydream

Get hungry

In school--Kids walking around
  Kids tapping pencils
  Teacher's shoes making noises
  Pencil sharpener

These are some ideas that may be offered.

TO THE TEACHER

Discussion can follow by the whole class with this topic:

A better learning situation with good attitudes and understandings can be developed if the class is divided into smaller groups to discuss:

What bothers me when I study?

How can I help myself to overcome these problems?

Each child can help the others and will be more frank with their peers.

One area which bothers most children is daydreaming. This should be emphasized and can be talked about throughly with the idea that adults do this but that all of us have to learn how to cope with it.

TO DO: WORKSHEET

WORKSHEET

WHAT KIND OF A PERSON ARE YOU?

WHAT KIND OF A PERSONALITY DO YOU THINK YOU HAVE? (friendly, shy, helpful) Explain what you mean!

HOW WOULD YOU REALLY LIKE TO BE?

TO THE
TEACHER

CHARACTERISTICS OF A GOOD WORKER

The teacher can discuss these or perhaps the children can recite them.

1. Enthusiasm
2. Neatness, orderly
3. Good health
4. Show initiative
5. Finish what you start
6. Follow a schedule
7. Make up work missed
8. Practice larger vocabulary
9. Do better today than you did yesterday
10. Think about what you are doing
11. Know what you are doing—ask directions
12. Be active in classroom activities
13. Use what you are learning
14. Realize you are not always right
15. Have opinions and talk about them.

ACTIVITY Have each child rate themselves on each of these

EXCELLENT GOOD POOR

HOMEWORK HABITS WORKSHEET

Check each of these that you should have to help you work.

_____ paper

_____ pencil

_____ orange pen

_____ ruler

_____ clock

_____ calendar

_____ light

_____ pen

_____ dictionary

_____ paper clips

_____ plant

_____ good chair

_____ eraser

_____ books

If you can think of other important things that you need, write them down.

List the best way for you to prepare or get ready to study.

YOUR PARENTS

AL
SCUSSION

Have the children to ask a parent to write a short letter about what they would like for their 5th grader to be when he/she grows up and why.

Read the career and the reasons the parents give for wanting their child to seek the chosen field. As each letter is read, ask the child if he is interested in the career. If so, why? If not, why?

Invite the children to write about what they would like to be when they grow up and why. In addition, have them consider the following questions in their writing:

1. How much education do you think you will need?
2. What do you think are the job qualifications?
3. Will you have to wear a uniform?
4. Will you work during the day or at night?
5. What do you think you will like about the job?
6. What do you think you would not like about the job?
7. Do you know anyone with this job?
8. What are you doing now to prepare successfully for the job? (Read, watch TV programs, etc.)

WORKING WITH OTHERS

"In school, what are some things you should think about when working with other people?"

List these on the board. There are no right or wrong answers to this.

"What are some things you have to think about at home when doing things with others in your family?"

These can be listed and discussed also.

This leads naturally into working on the job with other people.

"When working with others in your future job what will be some things you will expect others to do and what are some things they will expect of you?"

Some ideas that may be brought up are:

1. Punctuality - people will expect you to be on time and you will expect the same of them. With this area of social qualities (and with the other mentioned) this will hold true in all walks of life — home, school, friends, etc. A time clock may be used, a check off listing, or numerous other ways to prove a person is late or on time.

   "How do you suppose other people feel when you are late?"

"We have talked about you in school and you at home. We have also found out about what your parents want for your future. Although your parents named different kinds of jobs, all of them really want the same thing for you — SUCCESS — success in whatever you do.

POEM FOR DISCUSSION AND WORTH REMEMBERING

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That "Maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.

So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.
-Edgar A. Guest

VOCABULARY

SUCCESS

ORAL DISCUSSION

"What is success?" (Being happy about doing something well)

Who would like to tell us about a time when someone said, "You can't do it, but you did?

"Let's make a list of some kinds of experiences or things through which fifth graders can find success." (School, work, hobbies, special interests, etc.)

"Of the things that we have listed — are there certain things which boys are more successful at doing? Which things? Why?

Are there certain things that girls are more successful at doing? Which things? Why?

A LOOK AT MY 5TH GRADE EDUCATION

NAME ______________________________ GRADE __________

If I had to give myself grades for each of my subjects, I would give myself . . . . .

Reading __________	Science __________
Arithmetic __________	Gym __________
Hand Writing __________	Music __________
Art __________	Social Studies __________

I think my education is Good - Fair - Poor
(circle one)

If my grades were money $$$$$ I would be Rich - Fair - Poor
(circle one)

With grades like mine, when I grow up I could get a job as a

______________________________.

ME AND MY FAMILY

DIRECTIVES: Guide the children in reading each line so that all reading levels can fully participate.

NAME ______________________________ AGE ________ DATE _______________________

1. Write the names of the people who live in your house. Write the ages of all the children.

_______________________________ ___________________________________

_______________________________ ___________________________________

_______________________________ ___________________________________

_______________________________ ___________________________________

_______________________________ ___________________________________

2. Who is the smartest? __________________________________
3. Who is the nicest? ____________________________________
4. Who cries the most? ___________________________________
5. Who laughs the most? __________________________________
6. Who gets the most attention? __________________________
7. Who does not like to play with you? ________________
8. Who do you play with the most? _______________________
9. Who is the best looking? _____________________________
10. Who helps mother or father most? ____________________
11. Who is the bully? ____________________________________
12. Who tries to get out of doing work? ________________
13. Who helps with the school work? _____________________
14. Who shares the most? _________________________________
15. Who does not want to share? __________________________
16. Who do you get into fights with the most? __________
17. Who do you like to be with the most? ______________
18. Who do you share a bedroom with? ____________________

ME AND MY CLASS

DIRECTIONS: The teacher should read each line so that all reading levels can participate. Either duplicate the names of all the children for spelling purposes, or ask the children to spell to the best of their abilities. Emphasize secretiveness.

GRADE ____________________ AGE ____________________ DATE ____________________

This is the name of the person I think,

1. Gets good grades. ____________________
2. The teachers like ____________________ etc.
3. The children like ____________________
4. The teacher and children like ____________________
5. Gets other people in trouble ____________________
6. Never finishes the work ____________________
7. Is always late to school ____________________
8. Gets mad too easily ____________________
9. Is friendly ____________________
10. Acts silly ____________________
11. Cries too much ____________________
12. Helps others ____________________
13. Laughs at other people ____________________
14. Is not friendly ____________________
15. Likes to be alone ____________________
16. Is bashful ____________________
17. Is a bully ____________________
18. Is a good in sports ____________________
19. Looks happy ____________________
20. Looks sad ____________________
21. Can't do the work ____________________
22. Will be rich and famous someday ____________________
23. Likes too much attention ____________________
24. I would like to be like ____________________

ADDENDUM 6

c. by William White
Mark Twain School

A Study of the
Automobile Factory; Pontiac Motors

Designed for Third Grade Students

Mark Twain School

Foreword

The most commonly taught social studies unit in the third grade are: Transportation, food, clothing, homes, a city and communication. These units emphasize the expanding community, that is they include facts about life in their community and how people live and work in their community.

Third grade students are eager to learn more about their community, the service it supplies to residents.

The Pontiac School district is unique because all third grade students are taught, in debt, historically about the city of Pontiac. The text book "Three Feathers" was written by 2 former teachers, Mary Green and Irma Johnson. It is used in Social Studies. Most third grade teachers supplement the textbook by bringing in varied prominent guest speakers; have the children prepare booklets; and tour the city with a bus trip to the historic sites.

The writer of this unit, learned that over half of the third grade students' parents are employed at Pontiac Motors Company, and as part of a project, chose the topic "A Study of the Automobile Factory" -- Pontiac Motors.

I. Purpose of the Unit:

To promote experiences which will help students gain a fuller awareness and appreciation of occupational paths, growing out of the study of the automobile industry.

II. Objectives:

1. To provide accurate information about work in the automobile industry, and the importance of each job to make automobiles.

2. To assist students to discover and to understand their interests and abilities.

3. Encourage students to see the necessity and accept the responsibility for planning his future.

4. Promotion of incentives for achievement in school by associating value of subjects studied with that of his vocational and personal aspirations.

III. Content of Unit:

Vocabulary

1st day 1. The following words should be introduced to the students: work, job, reward, qualified, failure, application form, learning, education and industry. (Understanding the above terms are imperative). Cards with above words can be used periodically for a review.

2nd day 2. The title of the unit should be discussed throughly so that the students will understand what they will be doing for the next two weeks. For example: The teacher can ask after the discussion, what do you expect to get out of the unit?

3rd day 3. Oral Discussions:

a. Do women work in plants? What kind of work do you you think they do in automobile plants?

b. There are several hundred types of jobs (different) in a automobile factory. Tell me the names of some jobs that you know. I will write the jobs on the black-board. Here is a hint -- your father or mother performs on his or her job.

c. Do you know of any one that works at Pontiac Motors and go to school at the plant? They are what we call on the Job Trainees. Now, lets look up the meaning of: apprentice; journeymen and master. Which of these would you like to be? Why? Note: Add the above words on cards for review of vocabulary.

d. What is the difference between a skilled and unskilled worker? If you worked in a plant, would you like doing unskilled work? Why? Note: Add skill and unskilled to review cards.

NOTE TO TEACHER:
Divide the black-board into four sections. Label the sections: unskilled, skilled, technical and professional. As the students give names of jobs, list them under the proper category. Draw a line under any job they call that is performed in an automobile factory. For example:

Unskilled
Car Washer
Assembly-line
Janitor
Porter
Dish-washer

Technical
Programmer
Lab. Technican
Med. Technican

Professional
Teacher
Doctor
Lawyer
Engineer

Skilled
Plumber
Pipe-fitter
Electrician
Secretary
Tool and Die
Machinist

Oral Discussion:
1. Of the listed jobs above, who do you think has the best education?
2. Who has the most education, the car washer or the machinist? How much education is required to be a car washer? A machinist? Which job pays the most money?
3. Who do you think likes his job best, the machinist or the car washer? Why?

4th day NOTE TO TEACHER: Look up some of the popular jobs in automobile factories and list them on the black-board; list the required amount of education and the current pay scale. This information can be obtained from your counselor's office. For example: millwright, spray-painter, sand-man, car driver, clerk, seamstress.

5th day WRITTEN ASSIGNMENT: We have listed many jobs giving the required education. Now, I would like for you to write a paragraph on what I would like to be when I become grown. Here are some clues to think about before you start writing:
1. What is it about the job I like -- is it hard work? Is it dangerous work? Is it a quiet job or a noisey job? Is it a day time job or a night time job?

6th day ROLE MODELS: Invite parents that work at Pontiac Motors Company to speak to students. Encourage students to be prepared to ask questions.

OTHER SOURCES: Invite a representative from the Michigan Employment Security Commission to speak to students on jobs for the future. Check with your counselor who may have contact with the vocational counselor.

INVITE Vocational Counselor from Oakland County Vocational Center. Your school counselor can assist with the arrangement. Invite a representative from Pontiac Motors (Public Relations Department) your guidance counselor can be of great assistance in any of the above areas.

7th day Suggested Activities
1. Spelling test covering names of varied jobs.
2. Each pupil may make a booklet with pictures of automobile workers; an interview of a plant worker.

8th day 3. Autobiographies: Students can write about important images of the automobile industry for instance: Henry Ford; the Dodge Brothers, Chevrolet, etc.

9th day 4. Field Trip (planned) to Pontiac Motors Company on a guided tour. Arrangements can be made by calling the Public Relations Department, or obtain a movie on the automobile industry.

10th day 5. Oral Discussions after the field trip:
   a. Inquire what did the students see in the plant?
   b. Inquire what type of work created the most interest. Why?
   c. Ask for hands of those students who would like to work at Pontiac Motors? Why?
   d. Ask for reasons from those students that did not raise their hands.

ADDENDUM 6

d. by Beverly Weiss
Harrington School

A VOCATIONAL UNIT FOR FOURTH, FIFTH, AND/OR SIXTH GRADE(S)

This unit plan is an overview of an approach to develop vocational awareness and interest in upper elementary students. It is subject to deviation by teachers utilizing the unit in the classroom. It is purported to be two weeks in length, but can be extended over a longer period of time as activities must not necessarily occur everyday consecutively. This is due to the extended use of role models and field trips.

General Objectives

(1) To increase student awareness of the numerous vocational and occupational areas.

(2) To develop awareness that all work is good work.

(3) To stimulate interest in career observation.

(4) To correlate vocational awareness to academic education.

Specific Objectives

(1) To obtain and provide vocational information usable for teachers and students.

(2) To learn about specific jobs and job areas open to later employment.

(3) To promote understanding of individuals abilities and limitations in reference to job areas.

(4) To familiarize students with numerous jobs in the Pontiac Community.

(5) To make connection between academic self and real self in terms of our vocational world.

First Week First Day

1. General discussion of What is a profession or occupation? What is work and how does it effect our lives?
2. Show filmstrip series "What Else Do Fathers Do?" "What Do Mothers Do?" ECF 201 and ECF 202. Discuss - asking questions throughout.
3. Ask each child to make a list of some job areas he is interested in (as a hobby or whatever) and wishes to learn more about.

Second Day

1. Review what was discussed on the previous day.
2. Show filmstrip "It's In Your Hands" ECF 203 Making connection from work to school subjects. Ex. Mailman - Needs to know how to read and do math so as to find appropriate street signs and numbers.

3. Ask the students after the film and discussions of it to take out their list of interest areas and revise in terms of any new interests due to the film or discussion.

4. Introduce Word Game Chart. Each day the students will put down new vocational terms they have learned. There will be a contest on the list. There will be a list on the chart which the students will look up together.

Third Day

1. Ask each student to interview one adult about his work. It can be a community worker, neighbor, parent, so forth, and bring in some reports.

2. Collect lists on the interest areas. To begin using role models, break into groups of common interest and discuss how this is related to the present life situation. Ex. Three students are interested in building because they want to build a playhouse. Get a book on building view together. Introject the idea of project. Each student will make something dealing with a career area of interest. Begin talking about this.

Fourth Day

1. Have the children present interview notes and discuss them.

2. Distribute materials on jobs for children to view.

3. Start use of taped records, etc. on many occupations to build first on brief knowledge of job areas. Filmstrips - A 778 - 3 "What is a Job" A 778 - 4 "What are Job Families" Two sets of 4-6 series "Wonderful World of Work Program" Also numerous filmstrips in different jobs: Drugstore, Super Market, Service Station, Electrical Service, Telephone Service, Newspaper Service, etc.

4. Begin development of individual and/or group projects in interest area.

Fifth Day

1. Work on the projects with the group members. (Provide needed help and materials.)

2. Bring in some magazines, newspapers, clippings that deal with jobs and show the class. Suggest class project of scrapbook on various jobs. Bring in clipped pictures and articles. The students will get two points for each picture brought in. The one with the most points will choose the activity for a day.

3. Discuss building bulletin board display of what was learned about occupations.

Second Week

1. Continuing filmstrips, projects, bulletin board, etc.

2. Bring in role models to speck to the small groups in interest area. (a) Banker (b) Veterinarian (c) Medical Technicians (d) Auto-line worker (g) Sanitation (h) Musician (i) Small Businessmen (j) Barber (k) Taxi driver (l) Minister or Priest (m) Photographer (n) Reporter (o) Teacher (p) Librarian (q) Truck driver (r) Anthropologist (s) Geologist (t) Professor (u) Pilot etc.

3. Encourage the worker to invite his students on a field trip for a day to see them at work.

Second Day

1. Continue breaking into interest groups to go on field trips or see role models.

2. Continue work on the projects.

3. Convene as a class to discuss what has been learned and exhange information. Use a tape recorder to tape the learned information to let other classes rise.

4. Begin discussing final day project of having a Job Career Day. Children will come dressed appropriately to chosen job area. Make and bring in "Tools of Trade" Set up roving job tables (child's desk) to display work due, showing the project and hand out hand made leaflet materials. etc.

Third Day

1. Complete work on individual and group projects. Finish off class scrapbook and bulletin board.

2. Have a role playing activity in groups where several people are workers in jobs and customers come in. The parts will be acted out. There will be, for example, a grocery store clerk which will have customers buying foods for the home.

3. Extend invitations to other classes of the same grade to view Job Career Day on Friday.

Fourth Day

1. Have a large group discussion of what has been learned and where we should go from here. What other role models or field trips would be desired? Activities students would like to participate in.

2. Set up Job Career Day displays.

3. Work on completion of all activities.

Fifth Day

1. Culmination of the unit.

2. Have Job Career Day Students costumed in appropriate working clothes.

3. Show each other displays and what they represent.

4. Have other classes of that grade come in and give a presentation showing displays at roving stands. Students are workers.

Final Activity

5. Have each student write up an article (in any form desired, outline, report, etc.) on "Oneself". Write on his job interest and understanding. How work relates to his life presently and projecting future wise. Draw pictures to collaborate report.

Present to Class.

I. Various available role models Animals and Nature

1. Animal Trainer - Leader Dog School 1039 Rochester Rd. 651-9011
2. Dog Catcher - City Dog Warden 110 E. Pike 332-0171
3. Humane Society - Michigan Animal Rescue 790 Featherstone 335-9290
4. Naturalists - Huron-Clinton Metropolitan Authority 1750 Guardian Bldg. Detroit 961-5865
5. Nature Center - Stony Creek Nature Center Inwood Rd. 781-4621
6. Pet Shop Owners - Topp's Dept. Store Miracle Mile Shopping Center
7. Veterinarian - Pontiac Veternary Hospital 817 Woodward 332--287
8. Veterinarian - Avon Animal Clinic 3915 Auburn Rd. Auburn Hts. 852-5580
9. Zoo - Detroit Zoological Park 8450 W. 10 Mile Rd. 398-0900

Communications,

10. Newspaper - Birmingham Eccentric 1225 Bowers Birmingham 644--1100
11. Newspaper - Pontiac Press 48 W. Huron, Pontiac 332-8181
12. Reporter - Pontiac Press - Dick Saunders 48 W. Huron, Pontiac 332-8181 x 246

Community Service, Bank, Lawyers,

13. Accountant - Fred Anthony - Works in Detroit 338-6244
14. Bank - Community National Bank of Pontiac 30 N. Saginaw 332-8161 x 306
15. Fire Dept. - Berkley Fire Dept. 3322 Coolidge Hwy. LI-19000
16. Fire Dept. - Birmingham Fire Dept. 572 S. Adams MI-61127
17. Fire Dept. - Pontiac Fire Dept. Pike St. 333-7001
18. Lawyers - Hatchett, Brown & Watterman 485 Orchard Lk. 334-1587
19. Lawyer - Robert Coon 338-0238
20. Lawyers - Kenny Hilton 2905 Cadillac Tower, Det. 1-963-8077
21. Mailman - Al Reamer 338-4511
22. Police Dept. - Birmingham Police Dept. 151 Martin MI-43100

Health,

23. Ambulance - General Ambulance Service 1950 W. Wide Track Dr. 334-4777
24. Dentists - Dr. Ferguson 10 E. Pike 338-0911
25. Dentist - Oakland County Dental Soc. Bur. 642-6100
26. Dentists - Dr. Turpin 160 Palmer 334-4569
27. Doctors - Dr. Garfield Johnson 462- Thors 332-7418
28. Doctors - Dr. Jenkins 161 State St. 333-7891
29. Doctors - Dr. Grayson 156 Palmer 334-3544
30. Doctors - Dr. Riggs 149 Franklin Blvd. 334-9542
31. Medical Technicians - Pontiac General Hospital Seminole at W. Huron 338-4711
32. Medical Technicians - St. Joseph Hospital 900 Woodward Ave. 338-9111
33. Doctor - Dr. Louis S. Pollens 15856 Harden Circle EL-66252
34. Doctor - X-Ray work - Irwin Z. Phillips, D. O. 15651 George Washington El-7112
35. Nurse - Mrs. Riggs (RN.) 332-3333
36. Nurse - Mrs. Threkeld (P.N.) 335-7533
37. Pediatrician - William Donley M.D. 338-4542

Local Industry,

38. Automobile Manufacture - Pontiac Motor Division of GM Glenwood and Montcalm 332-8111 x 776
39. Automobile Manufacture - Fisher Body, GMC 900 Baldwin FE-28361
40. Building Supply - Boice Builders Supply Co. 545 S. Telegraph FE-28361
41. Sanitation - Sewage Treatment Plant 20 N. Opdyke FE-58253
42. Water Works - Water Works 552 S. Opdyke FE-37131
43. Pontiac Motors - Mr. John Holmes 332-8111 x 7004
44. Bottling Co. Coca Cola Bottling Co. of Pontiac 1130 Wide Track Dr. FE-58101
45. Coke Bottling Company - Coca - Cola Bottling Co. 1130 Wide Track Dr. 335-8101

Music, Art and Museums,

46. Commercial Art - Cranbrook Academy of Art 500 Long Pine Rd. 644-1600

48. Historical Museum - Detroit Historical Museum 54[illegible] Woodward 321-1701
49. Art Museum - Detroit Institute of Arts 5200 Woodward Ave. 831-0360
50. Florist - Pearce Floral Co. 559 Orchard Lk. Rd. FE-20127
51. Salesperson - Willa Hurner 335-3094
52. Gas Station - Hatcher & Brown Gulf 350 S. Saginaw 338-7383
53. Private Business - Poole Lumber and Hardware 151 Oakland 334-1594
54. Private Business - Graphic Specialties Co. 3432 W. Huron 334-0907
55. Private Business - General Printing 17 W. Lawrence 335-7261
56. Private Business - Pearce Floral 559 Orchard Lk. 332-0127
57. Private Business - Roseland Roller Rink 980 University Dr. 334-9519
58. Private Business - Wyman-Lewis Realty 389 Whittemore 338-0325
59. Private Business - Frank's Cleaners 225 Auburn 334-3431
60. Barbers - Curtis House of Barbers 467 S. Saginaw 338-7874
61. Barbers - Imperial Beauty Salon 158 Auburn 334-2878
62. Salesman-Models - Montgomery Ward Pontiac Mall 688-4940
63. Salesman-Models - J.C. Penny Co. 2185 S. Telegraph 338-4515
64. Wig Shop - Carolyn Lortia Lynch St.
65. TV Repair - Coley Gracey 338-4997
66. Hardware Store - Owner - Marvin Featherston 149 Mill St. 627-3986
67. Lumber - M. A. Benson Lumber Co. 549 N. Saginaw FE-42521

Special Talents and Hobbies.

68. Furniture Re-finishing - Dr. Ziegler 4100 Bear Rd. 642-6881
69. Set design - Edward W. Toti 17151 Richard 353-3833 Southfield
70. Silk Screening - Mrs. Harold Day 1219 Brewster 651-8458 Rochester
71. Folksinging and Civil Rights - Rev. and Mrs. W. Brookshear 135 E. Martknoll Rd. Rochester 651-3661
72. Automobiles - antique - Mr. and Mrs. Gary V. Bliss 2935 Perryville Ortonville 624-3195
73. Furniture Re-finishing - Mrs. B. L. Jacobs 16112 Addison EL-64564 Southfield
74. Needle Work - Mrs. S. Orech Kin 14260 Lee 353-5511
75. Photography - Mrs. Gary Bruhnsen 2475 Oillham 363-0304
76. Photography - Mr. Feole 1130 E. Maxlow LI-53187
77. Sewing - Mrs. Witt 5425 Livernois Troy 879-0903

Transportation,

78. Airport - Oakland-Pontiac Airport M-59 and Airport Road
79. Truck Drivers - Mid-American Trucking 212 Osmun 334-1571
80. Airport - Metropolitan Airport American Airline 965-1000
81. Railroad - Grand Trunk Western Pontiac 332-3319
82. Taxi Drivers - Yellow Cab Company 211 S. Saginaw 335-6161
83. Taxi Drivers - Oakland Cab Co. 654 Wesbrook 332-0205
84. Truck Driver - George Kearns Emerson Rd. 338-0044

Education, Recreation, Religion,

85. Recreation Director - Parks & Recreation 2806 Watkins Rd. 338-6190
86. Recreation Facilities - YMCA 131 University Dr. 335-6116
87. Church - St. Jms. Miss. Bapt. 337 Bagley 335-1590
88. Church - Newman AME Church 233 Bagley 332-2800
89. Maintainance - Mr. Oliver Mathes Pontiac Bd. Of Ed. 338-9151
90. Physical Education Teachers - Mr. Ernest Russell Pontiac Bd. of Ed. 338-9151
91. Schools - Pontiac Northern 1051 Arlene St. 338-4505
92. Schools - Pontiac Central 250 W. Huron 334-3547
93. Library - Pontiac Main Library 60 E. Pike FE-49921
94. University - Oakland University Walton and Squirrel Rd. Rochester 277-2000
95. Art gallery, Student exhibit area Campus buildings

96. Physics Teacher - Dr. Charles Kyker 1291 Featherstone Rd. FE-48057
97. Math Consultant - Jesse Petway-teacher 332-1090

Food Services,
98. Dairy - Richardson Dairy 7350 Highland Rd. 674-0368
99. Food Service - Pontiac Bd. of Ed. 350 Widetrack Dr. 338-9151
100. Private Business - Ted's Restaurant 2515 Woodward MI-47764
101. Private Business - Pontiac Freezer Foods 526 N. Perry 332-110
102. Private Business - McDonald's 810 N. Perry 334-4989
103. Supermarkets - Food Fair 12300 Mark Twain (Det.) 933-4606
104. Supermarkets - People's 263 Auburn 338-1518
105. Private Business - Nye Dairy 585 Oakland Ave. 333-7979

Others,
106. Mathew-Hargraves 631 Oakland 335-4161

People with Special Talents,
107. Meadow Brook Theater Oakland University 338-7211

Bankers,
108. First Federal Savings and Loan 761 W. Huron 333-7071

Secretaries,
109. Mrs. Fortier Bd. of Ed. 338-9151
110. Pontiac Business Inst. 18 W. Lawrence 333-7028

Hotels,
111. Waldron Hotel 26 E. Pike 332-9132
112. Holiday Inn of Bloomfield 1801 S. Telegraph 332-8151

Communication,
113. Michigan Bell 54 E. Huron 332-9911

Skilled Craftsman,
114. Inch Memorials 864 N. Perry 335-6931
115. Mary Lee Custom Draperies 1939 S. Telegraph 332-6224
116. Molls Inc. 1665 S. Telegraph 334-0516
117. Greenfield Village Oakwood Blvd. 271-1620

Stockbroker,
118. Dave Phillips 9250 Vaughan, Detroit 1-273-6746

Construction Workers,
119. Concret Step Co. 6497 Highland 673-7715

Factorys,
120. Economy Welding & Fabr. 851- Auburn 334-2551
121. Sno-Bol 25 W. Walton 332-0169
122. Grinnell Piano Factory Cogshell Rd. Holly ME7-7511

Sprinkling System,
123. Wayne Meyers

II. Possible Projects.

1. Plan a poster.
2. Make a book jacket on a job.
3. Write a book review for your classroom paper on your occupation.
4. Make a picture map of a place; illustrate the characters who work there.
5. Review a TV program showing a worker in any field.
6. Make a time-line of the historical facts you read.
7. Make your own dictionary of new words, illustrating meanings.
8. Plan to present a play.
9. Construct a project on your job like small model home for a builder.
10. Make a costume for a job.
11. Plan a stage setting for the play and construct it.
12. Get a classmate to help you act out this scene.

III. Materials Available-Filmstrips, slides, records, books, handouts.

1.	A612 - 1	Requirements in The World of Jobs
2.	A612 - 2	Achieving Success In The World of Jobs
3.	A612 - 3	Job Opportunities In A Restaurant
4.	A612 - 4	Job Opportunities In A Hospital
5.	A612 - 5	Job Opportunities In A Department Store
6.	A612 - 6	Job Opportunities In A Supermarket

These are job opportunities now - group 1

K-3 Series 2 complete sets

7.	ECF - 101	"Wally, The Worker Watcher"
8.	ECF - 102	"The Newspaper Boy"
9.	ECF - 103	"The Junior Home-Maker"
10.	ECF - 104	Electrical Servicars
11.	ECF - 105	Gas and Oil Servicars
12.	ECF - 106	Telephone Servicars
13.	ECF - 107	Mail Delivery
14.	ECF - 108	Dairy Product Delivery
15.	ECF - 109	Drug Store
16.	ECF - 110	Super Market
17.	ECF - 111	Service Station

4-6 Series 2 complete sets

An Introduction:

18.	ECF - 201	"What Else Do Fathers Do?"
19.	ECF - 202	"What Else Do Mothers Do?"

Importance of The "Hand"

20.	ECF - 203	"It's In Your Hands"

The Utilities:

21.	ECF - 204	The Electrical Workers
22.	ECF - 205	The Gas & Oil Workers
23.	ECF - 206	The Telephone Worlers

Distributive Occupations:

24.	ECF - 208	"...A Matter of Business!"

Natural Resources:
25. ECF - 209 "It's The Growing Thing"

Personal Services:
26. ECF - 210 "...At Your Service"

Technical & Industrial:
27. ECF - 211 "Raw Steel To Rolling Wheels"

Home Economics:
28. ECF - 212 "Food ... Shelter ... Clothing"

Health Services:
29. ECF - 213 "Helping The Healing Hands"

SVE EDUCATIONAL FILMSTRIPS
30. A778-1 Who Are You?
31. A778-2 What Do You Like To Do?
32. A778-3 What Is A Job?
33. A778-4 What Are Job Families?
34. A778-5 What Good Is School?

35. Distributive Occupations #207 "Getting The Goods to the Users"

Books:
36. Helping Children Get Along in School
37. Building Children's Social Growth
38. Exploring Children's Interests
39. Developing Responsibility in Children

OTHER SOURCES OF ELEMENTARY GUIDANCE MATERIALS

One Act Plays: "Instant Education"
"The Greatest American"
"The Payoff"

What Will I Be From A To Z: Booklet, folder

Your Life In A Big City: Picture textbook

The Educational ABC of Industry: Magazine

When I Grow Up: Record of story and song

I Wish I Were: Record

What Could I Be?: Illustrated text

Our Working World: Set of tests, activity booklets, teacher's resource unit, and records

What I Like To Do: Specimen Set Interest inventory

IV. Additional Activities

1. Visit to Northeast Vocational Center
2. Creative Dittos Ex. "What I'd like to be?" "If I were an astronaut." etc.
3. Haiku Poetry on jobs
4. Career Day-Take over jobs in school-Principle, Secretary, etc.
5. Begin hobby clubs
6. Make opaque on jobs
7. Plan and put on a play in a job area
8. Set up a job interviewing program where several students interview all others for specific jobs. Fill out job forms, apply for social security cards, etc.
9. Have a quiz-ask questions and they must list jobs related to area. Ex.
    1. Trade: List three trade jobs
    2. Skill: List three trade jobs
    3. Semi skilled: List three trade jobs
10. Make posters of jobs
11. Present assembly for school or classrooms of occupations and workers.
12. Create radio production presentation on the day Herrington students became Community Workers.
13. Help students make a movie on all they have learned about jobs.

ADDENDUM 6

e. by Judy Battenschlag
Baldwin School

SECOND GRADE CAREER UNIT - The Supermarket

I. Purpose

A. To expand the children's concept of work into a new area of work away from their home environment.

B. To familarize the students with the important function of the supermarket in their community and neighborhood.

C. To explore the different roles of the supermarket workers and what each does to make a living.

D. To help the students relate school subjects to the knowledge and skills needed to be a supermarket worker.

E. To help the students become more aware of their own interests, abilities and values.

II. Objectives

A. Understandings
   1. To understand the basic concepts of work, job, occupation and worker.
   2. To understand the meaning of learning, education, qualification, rewards and job application.
   3. To learn what a supermarket is and how it differs from other stores.
   4. To learn the difference between chain and independent supermarkets.
   5. To learn the names of all the different workers in the store, their qualifications and what they do.
   6. To learn the names of the equipment and tools found in the supermarket.
   7. To become acquainted with the main departments in the supermarket.
   8. To learn how foods get to the supermarket.
   9. To learn where and how the food is stored until needed.
   10. To learn what advertising and display mean.
   11. To learn about part-time help.

B. Skills
   1. To learn how to "buy" things at the supermarket.
   2. To learn to make out a grocery list.
   3. To learn to mark the prices on items.
   4. To work cooperatively in small groups, each group being in charge of one department in the store.
   5. To be a courteous listener.
   6. To fill out a job application.
   7. To conduct a simple interview.
   8. To tell a story about a supermarket and record it.
   9. To ask questions of role models.
   10. To role play supermarket workers.
   11. To make sack puppets of the supermarket workers.

C. Values
   1. To develop respect for each supermarket worker and the service he provides.
   2. To appreciate the interdependency of workers.
   3. To appreciate the friendly and helpful attitude of the supermarket workers.
   4. To appreciate the promptness and efficiency of the supermarket workers.

5. To appreciate the clean and neat appearance of the supermarket workers.
6. To appreciate their listening to and following directions in completing their tasks.
7. To appreciate the cooperation which the supermarket workers display in order to serve their customers better.

III. Content - Determine entry level concepts

A. What is a job?
B. What is an occupation?
C. What is a worker?
D. What is work?
E. What is learning?
F. What is an education??
G. What are qualifications?
H. What is a job application?
I. What is a reward?
J. How are jobs in the supermarket like jobs at home or school?
K. Why do people work?
L. How many supermarket workers can you name?

IV. Suggested Activities
A. Initiating the Unit
1. Make large posters with the names of the different food department.
2. Make a supermarket bulletin board.
3. Have the children bring in food containers.
4. Show filmstrip - The Grocer.
5. Have supermarket library book around.
6. Use S.V.E. supermarket pictures to generate discussion.
B. Developmental Activities

1. Monday - Discuss concepts of work, job, occupation, worker, learning and education. Dramatize how the children work at home and in school. Draw a picture of themselves working at home or in school. Under each picture have them write a sentence as to their "qualifications" in performing that job.

2. Tuesday -List all of the supermarket workers they know. Show the filmstrip "The Grocer". Talk about some of the supermarkets they have been to and what they saw there. Make a list of the stores. Talk about the different sections of the store. Discuss the produce department and the produce manager. Begin their book of "My Friends at the Supermarket".

3. Wednesday- Talk about the dairy department - where the dairy products come from and how they get to the supermarket. Add the dairy manager to their book. Talk about how the food gets to the supermarket. Make the different trucks which bring the food to the stores.

4. Thursday - Show the filmstrip "The Supermarket." Use the discussion questions provided. Talk about the meat manager, how the meat is wrapped, weighed and priced. Add the meat

manager to their book. Play the game "I'm going to the store and I'm going to buy ....." Each child adds an item, but has to repeat every item mentioned before.

5. Friday - Read parts of the book, "The First Book of Supermarket." Have the children make sack puppets of each of the workers they would find in the supermarket. Talk about two more supermarket workers, - The frozen food manager and the stock boys. Add these to their book.

6. Monday - Talk about the cashier. Have children price the containers they have brought to class with masking tape. Have them make out a grocery list and play going to the store and buying the things on their list. Finish puppets if necessary. Add cashier to their book. Talk to class about field trip.

7. Tuesday - Field trip to the supermarket. Have them work together on supermarket puzzles when they return. Have class make hats and aprons and role play the supermarket workers.

8. Wednesday - Talk about supermarket advertisements in the paper. Have class follow directions in making a food display. Talk about the men who unload and store the food. Make a mural showing where the different foods are grown or produced. Paste trucks on to mural to show how the food gets to the store. Use puppets to show how the different workers do their job. Add the unloaders to their book.

9. Thursday - Divide class into the different food departments. Have them make up a short skit about the workers in that department. Finish their book. Talk about their qualifications and interests in being a supermarket worker. Have them fill out an application.

10. Friday - Talk about applying and being interviewed for a job. Have class role play interviewing. Talk about part time work as a means of making extra money and getting experience. Talk about the important personal qualities of supermarket workers. Have a cut and paste work sheet to see if they have learned which workers work in which departments and what food can be found in those departments. Ask them questions concerning the main concepts to have been learned. Show filmstrip on the Grocery Store and have them make up a story as it is shown. (There are no words on this filmstrip.)

C. Audio Visual Materials
  1. Filmstrips "The Grocer", "The Supermarket" and "The Grocery Store".
  2. Books The First Book of Supermarkets.
  3. Pictures S.V.E. Supermarket Posters.
  4. Pictures from magazines about supermarkets.

D. Speakers Parents from children in school who work in a supermarket.
E. Field Trip Visit a supermarket.
F. Evaluation
  1. Cut and paste worksheet with workers and where they work.
  2. In class discussion go over concepts they were to have learned.
  3. Write daily evaluation of activities.

ADDENDUM 6

f. Deane Safir
Wisner School

UNIT FOR THIRD GRADE

In our Pontiac Career Development Program, our two major objectives are:

1. To increase student knowledge of occupations
2. To improve students' occupational self concept

These are also the main objectives of this third grade unit concerning the World of Work.

Because of the limitations of time, this unit could not cover all the industries and workers in Pontiac. The ideas, activities, use of role models, audio-visual materials, and field trips could be continued throughout the school year to provide a more comprehensive study of industry and workers in Pontiac. This unit will concentrate on the fields of communication and transportation.

Communication and Transportation Workers in Pontiac

I. PURPOSE

- A. To increase pupils' vocational knowledge, in general.
- B. To familiarize students with the communication and transportation workers and industries in Pontiac.
- C. To increase pupils' self-awareness in terms of what they are like, what they like to do, and what they hope to become.
- D. To provide role models with whom the students can identify, and from whom they can learn.
- E. Hopefully, to increase motivation toward learning in school.
  1. By means of activities, role models, and field trips.
  2. By becoming more aware of job opportunities and job requirements, learning that takes place in school may have more meaning.

II. ANTICIPATED OUTCOMES IN TERMS OF BEHAVIORAL OBJECTIVES

- A. Increased understandings as a result of this unit:
  1. The basic concepts of work, job, occupation, workers, industry, a community, transportation and communication.
  2. General industries located in Pontiac, with particular focus on the transportation and communication industries.
  3. The various ways in which these industries serve the community.

4. Duties performed, tools and equipment used, work settings, skills, and educational requirements needed in these industries.
5. The ways in which these two industries are related to each other, to other industries, and to Pontiac.

B. Further development of skills and abilities.
   1. Use of reference books to gain information.
   2. Increased speaking and listening skills.
   3. Sharing of ideas and information in class discussions.
   4. Ability to prepare a report, using factual information and creative ideas.
   5. Ability to gain first-hand knowledge and to make some judgements on workers and work conditions by going on field trips, and by listening to and questioning guides and role models.
   6. In art: drawing and interpreting what has been read, discussed, and/or seen on field trips.
   7. In science: A further understanding of jet propelsion and some principal of deronautics.
   8. In language arts: Improvement of letter writing skills by writing thank you letters.

III. Daily Activities

MONDAY

A. View film "Our Community" (Pontiac's A.V. Center)
B. Read Communities and Social Needs, pages 5-9, "What kind of jobs do people in Communities have?"
C. Discussion
   1. What is a community?
   2. What kind of community do you live in?
   3. What are the needs of your community?

TUESDAY

A. Present 35 minute slides and tape A Tour of Pontiac (A. V. Center)
B. Present Vocabulary
   1. Community - A specific locality where people live together under common rules.
   2. Work - exertion directed to produce or accomplish something.
   3. Job - An individual piece of work done in routine of one's occupation or trade. Word is often used in place of word occupation or trade.
   4. Worker - One who produces or accomplishes something.
   5. Occupation - The activity at which one regularly works as a means of earning a living.
   6. Transportation - Means of moving or conveyance from place to place.
   7. Communication - Means of imparting information.
C. Discussion
   1. What industires are found in Pontiac?
   2. What industries specifically deal with communication and transportation?
D. Suggested follow-up activity
   1. Study a map of Pontiac
   2. Make a map of your neighborhood showing directions, your school, and other important neighborhood buildings.

WEDNESDAY

A. Show Wally, The Worker Watcher, WOW #ECF-10, (Counselor's Office)
B. Discussion
   1. What kind of work do fathers do?
   2. What kind of work do mothers do?
   3. What kind of work do you do?
C. Suggested activities
   1. Make a scrapbook showing mothers, fathers, and children working. Pictures may be taken from magazines or newspapers, or snap shots can be used.
   2. Draw pictures of family members working.

THURSDAY

A. Read Communities and Social Needs, Pages 63 and 64 "Transportation and Communication".
B. See F/S, Learning About Communications and Transportation, Our Neighborhood series. (Pontiac's A.V. Department)
C. Discuss what was read and seen.
   1. Why are transportation and communication important?
   2. How do they help the community?
   3. Review the kinds of occupations in these two industries.
D. Suggested follow-up activities
   1. Display items used for transportation and communication, such as toy trucks, boats, cars, telephones, letters, etc.
   2. Make a bulletin board showing transportation and communication.

FRIDAY

A. Show filmstrips (Pontiac A.V. Department)
   1. What It Takes to Make Your Car
   2. Autobiography of Automobile Manufacturing
B. Read Three Feathers, The Story of Pontiac, pages 9-12, "Automobiles in Pontiac"
C. Discuss workers involved in the manufacturing of automobiles
D. Follow-up activity
   1. Have a mock assembly line, demonstrating how people work together.

SECOND WEEK

MONDAY

A. Show film Airport in the Jet Age (Pontiac's A.V. Department)
B. Discuss workers involved with air transportation.

TUESDAY

A. Field trip to Pontiac Airport in the morning
   1. Mr. Vander Veen (Terminal) 674-0458
   2. Mr. Gineman (Tower) 674-0396
B. Afternoon field trip to Pontiac Motors
   1. Tour of plant
   2. Viewing of slides showing other workers connected with Pontiac Motors. Call Mr. Holmes 332-8111, Ext. 7004

WEDNESDAY

A. Follow-up activities to Tuesday's field trips
   1. Draw a picture showing workers at either Pontiac Motors or the Pontiac Airport.
   2. Write thank you letters to the guides and other people who talked to the class.

3. Discussion
    1. Types of jobs they saw
    2. Work conditions observed by the children.

B. Suggested teacher follow-up activities
    1. Read and discuss Today's Basic Science, 3 pages 92-99, "Jets, Rockets and Space".
    2. Make pinwheels

THURSDAY

A. Show filmstrip, Mail Delivery, WOW #ECF-107

B. Discussion of all the people involved with getting the mail delivered.

FRIDAY

A. Role Model, Mr. Joel Wheet, mailman (Call Post Office 338-4511)
    1. Explanation of job, requirements, experiences, etc.
    2. Question and answer period
    3. Thank you letter to Mr. Wheet

THIRD WEEK

MONDAY

A. Show film A Newspaper Serves Its Community

B. Discussion
    1. How does a newspaper help its community?
    2. What workers are involved with making a newspaper and getting it to your home?

TUESDAY

A. Role Model, Mr. Dick Saunders, Associated Editor of the Pontiac Press -- 332-8181.

WEDNESDAY

A. Field Trip, The Pontiac Press

B. Discussion of various kinds of workers and their duties at at the Pontiac Press.

C. Suggested teacher follow-up
    1. Thank you letters to Mr. Saunders and to the Pontiac Press guides.
    2. Class could put out its own paper, including articles about field trips it has taken, other school news, and interviews with the principals or some teachers. Poetry, riddles, and fictional stories could also be included.

THURSDAY

A. Show Who Are You? F/S S.V.E. #A778-1 (Counselor's Office)

B. Discussion
    1. Who are you?
    2. How are you the same as other people?
    3. What makes you different from other people?
    4. What do you like?
    5. What don't you like?
    6. What are your interests?
    7. How would you describe yourself?

C. Written assignment
    1. Based on filmstrip and discussion questions, write a paper about yourself. Suggestions on what to write.

a. Describe what you are like: Exam: Quiet, talkative, athletic, etc.
b. Describe your interests and your hobbies.
c. Discuss what you like and what you don't like.

2. In view of everything you have learned about the World of Work, what would you like to be, and why?

FRIDAY A. Begin writing a book. This activity will be continued by the teacher.
1. Have a picture of someone in the field of transportation or communication. The picture can be a snap shot, or a magazine or newspaper picture. If a picture can't be found, a drawing of a worker may be used.
2. Using library reference books, such as encyclopedias, begin finding out information about a worker in either of the industries which have been studied. For example: If a picture of a mailman is used, find out about the job of the mailman.
3. Continue doing research in other library books about the job selected.
4. In book form, give a job description and describe a typical day in the life of the worker.

B. Reference books that can be used.
1. World Book Encyclopedia
2. I Want to Be Books, Carla Green
3. Beginning Sextant Series -- Come to Work With Us . . .
4. Any other library books that deal with transportation or communication workers

C. After the report has been written, it will be made into a book
1. Make cover
2. Illustrate

IV. Other Audio-Visual Materials Available
A. Films
1. Airport-Passenger Flight 376
2. The Mailman
3. Passenger Train (The proceeding films are at Pontiac's Audio-Visual Department)
4. Where Do Our Letters Go?
5. Billy's Helicopter Ride
6. Transportation: Footpath to Airlane (Located at Oakland Schools)

B. Filmstrips
1. Pontiac From the Air
2. Transportation (Air, Land, Water)
3. Trucks Work For Us
4. You and the Automobile
5. WOW ECF #106 Telephone Services
6. S.V.E. #778-2 What Is a Job? (Counselor's Material)
7. S.V.E. #778-3 What Do You Like To Do?
8. WOW ECG #102 The Newspaper Boy

C. Michigan Bell Materials
A. Films
1. Her City
2. Plane Talk
3. Of Men and Machines

B. Booklets: The Magic of Your Telephone

V. Other Suggested Activities
A. Field Trips: 1. WPON - Charlie Warren 338-0444, 2. Metropolitan Airport -- CR 8-3901, 3. Birmingham Eccentric -- 644-1100, 4. Mid-American Trucking Co. 5. Channel 56

B. Role Models

1.	Yellow Cab Co.	335-6161
2.	Oakland Cab Co.	332-0205
3.	Railroad Men - Grand Trunk Western	332-3319
4.	Truck drivers - Mid-American Trucking	334-1571

C. Classroom Activities

1. Read Communities and Social Needs, pp. 66-70 "How Do People Get the News?"
2. Read a book and make a book report.
3. Make a report on a field trip.
    a. What kind of workers did you see?
    b. What do these workers do each day?
    c. What kind of training do these workers need?
4. Cut out articles about Pontiac that appear in the paper and share them with the class.
5. Do an art project, making statues of workers out of plastic bottles.
6. Make posters showing the filmstrips, What It Takes to Make Your Car and Autobiography of Automobile Manufacturing are not very adequate for use in vocational education. New materials should be found.
7. The teacher felt that the idea of combining a job description and writing a story about a worker was too difficult for her class to really understand. Possible a book about "What I Want to Be When I Grow Up" or "Work My Family Does" would be better at this level. Interview a worker and write up the interview.
8. Do a mural of communication workers and one of transportation workers.
9. Work on model cars or model airplanes.
10. Do a mural showing an assembly line.
11. Start a car, rocket, or airplane club.

VI. Evaluation:

1. The teacher felt that going on two field trips in one day was too much for her third graders.
2. More time should be spent on self-understanding and the self concept.
3. The unit, as a whole was well received. The students felt they had learned something about the World of Work.
4. The teachers decided to expand on the use of role models, bringing in role models showing various workers in Pontiac. Parents, if they could be convinced to come in, could be excellent role models.
5. These ideas in this unit would work in very well with the Third Grade Social Studies Curriculum. Role models, field trips, reports, and bulletin boards dipicting workers in all areas of industry in Pontiac may be used.

ADDENDUM 6

g. Doug Robinson
McConnell School

CAREER GUIDANCE MANUAL FOR TEACHERS

DOCTOR,
LAWYER,
INDIAN CHIEF...

Suggested Career Guidance Activities
For Elementary Teachers

McConnell School

DOCTOR, LAWYER, INDIAN CHIEF

Table of Contents

Developmental Careers Guidance

I. Kindergarten
  - Work
  - Introduction to Jobs in School
  - Introduction to Jobs at Home
  - Adults Workers on Our Street

II. First Grade
  - Learning
  - Education
  - School Personnel
  - Job Application
  - Suggested Careers for Study

III. Second Grade
  - Education and the World of Work
  - Levels of Job Skills
  - A look at My Education
  - Where do we go from here?
  - Suggested Careers for study

IV. Third Grade
  - Who am I?
  - A study of me in school
  - A study of me at home
  - When I grow up, I want to be . . . .
  - Suggested Careers for study

V. Fourth Grade
  - Work at Home
  - Work in School
  - Exploring the World of Work

VI. Fifth Grade
  - Work Habits
  - Exploring the World of Work

VII. Sixth Grade
  - Looking for a Job
  - Exploring the World of Work

VIII. Some Activities for Teaching Occupations

Table of Contents (Page 2)

IX. Some Career Guidance Activities at McConnell School

X. School - Community Resources

Developmental Career Guidance

What is it?

The task of choosing a career for oneself is an on-going, complex process. The final outcome is the result of a lifelong interaction of internal and external forces between personality and enviorment. Successful decisions are made by those indivduals who are constantly testing out roles which best meet personnel needs, values and motivations, and who make realistic plans for the future.

Career Developmental Guidance Attempts to aid individuals to become more aware of themselves and their possibilities in their world. The specific objectives are:

How does it work?

-To broaden the perceptual field of youth regarding occupations and opportunities.

-To help overcome the lack of planning for the future.

-To help them make realistic plans for the future by allowing them to explore their own interests and goals.

-To provide better role models with whom the children can readily identify.

Choosing a career is the single most important decision in one's life. Most people back into a career as the result of forces that have acted upon them throughout their life.

Why is it important?

If a child can be exposed to many different kinds of experiences, through role-models and activities centered around exploring his interests, hopefully his motivation toward school and his perception of himself will be enhanced.

Agency was certain over-riding objectives as well-it gives children some experience in what it takes to get a job; reading listings, filling out an application, taking an interview, etc.

-It reinforces the importance of school, academic work, punctuality, citizenship, etc.

-It facilitates constructive guidance-type discussions concerning the child's goals and aspirations for himself.

B. Career Fair In the Spring, an all-day program with speakers and displays representing a wide variety of occupations, will be held in the gym. Time will be primarily reserved for interaction between the children and the personnel there.

C. Field Trips The counselor will participate in both classroom field trips as well as escorting groups of children with similar career interests to various places in the community. The emphasis of these trips will be to explore the careers in the particular location and to get a feel for the environment.

D. Speakers Various speakers within the community have consented to visit the school on request. The speakers are best employed in the total career unit being presented.

1. What are the different types of workers found in this plant?

2. What kind of work do the majority of employees do?

3. Is the work outdoors or indoors?

4. What are the job duties?

5. What are the educational and experience requirements for these jobs?

6. What are the physical requirements?

7. What are possible weekly or monthly earnings?

8. What are the future opportunities?

9. Can you think of other questions that you want answers to? Feel free to ask them.

Kindergarten

> I never did anything worth doing by accident, nor did any of my inventions come by accident; they came by work.
>
> EDISON

WORK

PURPOSE

Kindergarteners must be assissted in developing a readiness, understanding, and appreciation for the world of work as it relates to curriculum.

Vocabulary

WORK JOB Use word cards.

Oral Discussion Questions

"What is work?"

"Why do people work?"

"What is a job?"

"Where do people go to get jobs?"

"Do you work?" (yes)

"Where do you work?" (Home-school)

"Let's talk about the kind of work you do in Kindergarten."

(color, paint, paste, listen, etc.)

EXAMPLES FOR DEVELOPMENT

A. "Yes, you work at listening." (can be any of the given answers.)

"Why do you listen?" (so you will know what to do.)

"How do you listen?" (sit still, look, think about what's being said.)

SUGGESTED ACTIVITY

Take children for a "listening" walk.

Oral Discussion

Discuss sounds they hear and their implication for the world of work. (For example - the sound of a typewriter in school belongs to the occupational title of - School Secretary. On neighborhood walks the children can hear the sounds of bus driver, jet pilots, construction worker, sanitation workers, etc., at work.

When the children return to the classroom, they should be encouraged to participate in an oral discussion of the jobs they heard. Emphasize the idea that the children are at work on a listening job throughout program.

Written Assignment "Draw a picture of the job that you heard that you would want."

(Display the children's work to encourage individual career development.)

B. Each kind of work in which the children are engaged can be developed in a similar manner. For example: all jobs require the ability to follow directions. Paper sculpturing - folding and cutting paper is an excellent concrete means for assisting the young child's development in this area. If he has followed directions, then his design will be a success. If he has not, he can easily understand his area of weakness. Consequently he can reconstruct the problem with some directives and success in direction following.

C. Cutting and pasting may be associated with those jobs in the building trades.

Oral Discussion Discuss the jobs involved in the building trades.

Suggested Activity Guide the children in playing "engineers," and "carpenters," "construction workers," by making houses and building from paper.

Speakers or Role Models Invite a person from the community involved in some aspect of the building trades to talk to the children about his job. (Often, the children in the class serve as excellent contracts for resource persons.)

Field Trip Take the children for a walk with the specific purpose of observing those jobs that belong to the building trades job family.

Take the children for a bus ride to further observe the building trades.

Oral Discussion

D. Discuss play as meaningful work.

"When you play, what are some important things you must remember?" (Share, be polite, say "Thank you," "Please," "May I," wait your turn, help make the game fun.)

"Why is it important to be able to play together?" (Can have more fun playing house, catch, hide-and-go-seek, with someone else.)

"Tell me the name of some jobs that grown-ups have where they must play or work together. (Football, baseball, basketball player, roller derby, musicians, singing groups, etc.)

Some Activity

Guide a relay activity (2 teams). Stress the need to work together to win.

Invite a singing group (or members of the school glee club) to talk about their job of working together to make the right sound.

Have the children watch the professional sport that is in season to see how the team must work together.

Field Trip

Take the children to the school playground or gym and let them watch the older children play organized sports.

Written Assignment

Have the children draw a picture of children in school working together

INTRODUCTION TO JOBS IN SCHOOL

Children must be aware that if they are qualified they can get jobs in school.

Vocabulary

QUALIFIED REWARD FAILURE

Oral Discussion

"We have talked about your work in Kindergarten. Now, we are going to find out about other kinds of work and jobs that other children have in our school. Can you help me think of these jobs that some children have in our school? (Safety patrol, Audio-Visual helpers, Room Helpers, Milk Squad, Office Messenger, Library Assistants, Clean-up Squad, Flag Raisers, Etc.) Discuss the jobs briefly.

Speakers

Invite the children representing different school jobs titles to talk to the class about their work, qualifications, rewards, and failures.

Oral Discussion

"When we say someone knows how to do something, we say he is qualified. You are qualified to be Kindergarteners because you are 5 years old, know how to paint, use scissors, listen, follow directions, and play. You are also toilet-trained and can say "Please" and "Thank you." You are qualified to be Kindergarteners. When we say someone knows how to do something, we say he is - - - - what? (qualified).

"What did (Johnny) have to know to be qualified to be a safety boy?" (Review the qualifications for each school job in like manner).

REWARD

When someone does a job real good, he gets a reward. Something nice happens to him. What is a reward for a - - - - (safety boy, etc.) (He has a nice feeling inside him that he helps others; people like him; someone says something nice to him; safety boys have a school luncheon; go on special trips; can keep his job and perhaps become Captain.)

FAILURE

"When someone does not do a good job, he becomes a failure. Something not so nice happens to him. What is a failure for a (safety boy)? (Children will not obey him; he will lose his job; he feels very bad inside.

Develop further the qualifications, rewards, and failures for the school jobs listed by the children.

Suggested Activity

Have the children dramatize or role play the jobs that are available in school. (For example, have a boy directing a group of children across the street. Some children could play-act "cars".)

Evaluative Activity

Have children make clay models of the school jobs they would like most to have.

INTRODUCTION TO JOBS AT HOME

PURPOSE

Children must be aware that they must reach certain qualifications to get jobs at home.

Review
Word Meanings

Work Job Qualified Reward Failure

"We have talked about school jobs, qualifications, rewards, and failures. Next, we are going to find out about work and jobs children can do at Home. Can you help me think of jobs that you can do at home? (Wash dishes, repair toys, rake leaves, shovel snow, water grass, dust furniture, take out garbage, help wash car, make beds.)

Invite the children to talk about the jobs they perform at home.

"What are the qualifications to, e.g., shovel the snow at your house?" (Must have strength to lift shovel; know the sidewalk boundaries; be able to complete the job and to do it well. Perhaps in some families the job may be assigned only to boys.)

"What are the rewards of shoveling snow?" (You are helping the family; a good feeling for having done a job well; your family praises you, etc.)

"What are the failures for not doing a good snow shoveling job?" (Snow left on the sidewalk may cause someone to slip and fall; you get scolded for not doing job well; you feel bad, etc.)

Develop further the qualifications, rewards, and failure for the home jobs suggested by the children.

Suggested Activity

Have the children draw a picture of the job they perform best, at home.

Speaker or
Role Model

Invite a mother and a father into the classroom to talk about their expectations of kindergarteners in their jobs at home. Have the parents suggest jobs that the children ought to be performing.

Evaluative Activity COLOR THE PICTURE THAT SHOWS A GOOD JOB.

Evaluative Oral Discussion

After the children have completed the work sheet, they should talk about it.

"James, which boy did a good job ob shoveling the snow?"

"How does he feel about his work?" (Happy)

"How do you think his father feels about his work?" (Happy)

"What might the boy get for doing a good job?"

(Emphasize the value of praise from parents and siblings).

What kind of job did the other boy do?"

"How does he feel about his work?" (Very Bad)

"How do you think his father feels about his work?" (unhappy)

"What might the boy get for doing a poor job?" (He might get scolded; have to do the job over again; will be to tired to have fun during his free time.)

ADULT WORKERS ON OUR STREET

PURPOSE

Young children can be assisted in their career development through studying the adults on their street who are participants in the world of work.

Oral Discussion Questions

Everyday you see grown-ups leaving their homes to go to work.

"Who leaves your house to go to work?"

"Where or to what place does he/she go to work?"

"What kind of work does your father/mother do?"

"What kind of clothing does he/she wear to work?"

Some children will describe uniforms. Point out that different types of jobs require different forms of dress.)

"Henry, what does your father/mother *like* about his/her job?"

"What does your father/mother *dislike* or *not like* about his job?"

"When you get big, would you like to have your father/mother's job?" Why? Why not?

Written Assignment—Draw a picture of how you think your father/mother looks when he/she is at work.

Speaker

Invite a father to talk to the class about his work. Encourage the children to ask questions.

Role

Situation:

"Let's play a game. Let's pretend we have a family. The father is just coming home from his job. Mother is cooking dinner and the children are setting the table. Father is very tired and wants to talk about something that happened at work."

"Who would like to play father?"

"Who would like to play mother?"

"Who would like to play the children?"

VOCABULARY

Oral Discussion

APPLICATION

"We have talked a lot about the kind of work that people you know can do. We have heard about many jobs. Now, we are going to play that you need a job and that I have the jobs you want. In order to get the jobs, you must fill out a job application paper. This job application paper will tell me something about you. Listen carefully so that you can follow my directions."

The children who listen carefully follow directions finish their work, and have neat and clean job application papers will get the jobs.

WRITTEN ASSIGNMENT

(Direct the children in filling out the job application paper.)

TEACHER EVALUATION

The teacher should evaluate the aspirational levels of the children from number 11B on the job application form (unskilled, skilled, semi-professional, professional) to determine as nearly as possible those areas that need greater understanding and emphasis for the children's future employment outlook. Those jobs that will be extinct should be pointed out. Those with bright future outlooks should be emphasized.

EVALUATIVE ORAL DISCUSSION

Display the application forms and have the children select the ones that show the children who are best qualified to work because they filled the job application out correctly.

Assign classroom jobs. Repeat the job application process at intervals during the semester in order to provide all children with the chance for job success.

CAREERS FOR STUDY IN THE FIRST GRADE

The first grader meets many people in his neighborhood who work. Therefore, his introduction to the world of work can include not only policemen, firemen, mailman, ect., but also:

TV Repairmen
Plumber
Sanitation Worker
Telephone Installer
Radio Announcer
Dentist/Doctor
Construction Workers
Electrician
Insurance Salesman
Minister
Mechanic
Barber

See diagram for other careers that center around the home. (Areminder to girls - most jobs need secretaries who know about the kind of work the men in the business are doing.)

Each career can be studied systematically through:

-- Oral discussion

-- Audio-visual aids

-- Speakers

-- Field Trips

-- Books

> The three Foundations of learning;
> seeing much, suffering much, and
> studying much.
>
> Catherall

LEARNING

PURPOSE

The young child must develop an appreciation for learning-learning for learning's sake.

REVIEW VOCABULARY

WORK QUALIFIED REWARD FAILURE APPLICATION

See Kindergarten section for a review of the introductory career guidance concepts.

NEW VOCABULARY

LEARNING

ORAL DISCUSSION QUESTIONS

"What is learning?"

"Why do people learn?" (The more you know, the more you can do.)

"Can you learn?"

"Tell me some things that you learned when you were in Kindergarten."

"Show me how you look when you are learning." (Children will probably make serious looking faces.)

"Yes. You look like you are thinking carefully about what is happening. What else are you doing when you are learning?"

(Sitting still, looking, listening, etc.)

ORAL DISCUSSION QUESTIONS

"What do you expect to learn in the first grade?"

"How can you best learn to do first grade work?"

"Now I am going to give you some special secrets on how to learn. You know, it is not always easy to learn. It takes lots of practice or work. When you work at learning, you are studying."

1. "One of the first rules of learning is to look at the work being taught."
2. Think about how the work looks. Some letters are tall and some are small. Each work has a different look."
3. Let's look at the word cat.
4. Now, close your eyes and think or picture how a cat looks without looking at the word.
5. Next, think or picture how the word CAT looks without looking at the word.
6. You are remembering the word CAT.
7. You have the secret of learning. You can learn.

"I have a job for some children. It is the job of teacher. It is the teacher's job to help children learn. Who would like to play teacher and help the boys and girls learn just the way I have shown You?"

(Help the selected "teachers" introduce other familiar picture words to the class (chair, table, etc.) Emphasize the steps necessary to the learning process.

(LOOK - THINK - REMEMBER.)

SUGGESTED READING

Read the book, *I Want to Be a Teacher,* by Clara Greene. Ask the children questions about the story to give them practice in the learning process.

FIELD TRIP

Take the children to an upper grade room or for a walk through the school to observe children learning.

FOLLOW-UP ORAL DISUCSSION

Invite the children to talk about their observations of learning when they toured the school.

WRITTEN ASSIGNMENT

Draw a picture of children learning in our school.

VOCABULARY

EDUCATION

ORAL DISCUSSION QUESTIONS

"You have probably heard people say, get a good education. What do they mean when they talk about a good education?" (Learning a lot.)

"Where do you go to get a good education?" (School)

"Do you know how many grades we have in our elementary school?" (Six) Yes, when you finish the sixth grade, you will have a sixth grade education. But, you will need much more education before you can get a good job . . ."

"What kind of school will you have to go to next to get an even better education?" (Junior High School)

(Continue and diagram educational development through college.)

4 years	college, or 2 years trade school.
10-12	senior high school
7-9	junior high school
K-6	elementary school

FIELD TRIP

Take the children for a walk to the nearest upper grade school to observe another educational institution.

ORAL DISCUSSION

Guide the children in a discussion of the similarities and differences between their school and the one they observed.

WRITTEN ASSIGNMENT

Let the children construct paper schools.

ORAL DISCUSSION

"We have talked about learning, education, and schools. Did you know that there are grown-ups who have jobs in our schools?" (yes)

"Tell me the names of the jobs grown-ups can have."

Teacher
Principal
Assistant Principal
Custodian
Counselor
Secretary
Engineer

Encourage the children to talk about the services each job offers for the welfare of educating children.

ROLE MODELS Invite a panel of school personnel representing each job title to talk about their role in the school. Let the children ask questions concerning the qualifications, rewards, (or likes), and failures (or dislikes).

ROLE PLAYING Have the children pantomine the role of a member of the school team. Let the other children guess the job being portrayed.

WRITTEN ASSIGNMENT Direct the children to draw a picture to answer the question - - "If you had to choose one of the jobs in school, which one would you choose?"

ORAL DISCUSSION "When we first began talking about learning, we said, "The more you know, the more you can do."

QUESTIONS "Why do you need to learn how to read?"

"What would happen if you would not learn to read?"

"Why do you need to learn to count and do number work?"

"What would happen if you did not learn to count and do number work

"Why do you need to learn to write?"

"What would happen if you did not learn to write?"

"What would happen if you did not learn to get along with other children?"

"Why do you need to learn how to get along with teachers?"

"What would happen if you did not get along with teachers?"

ROLE MODELS

Invite boys and girls from the upper grades to talk to children about their need to learn and the application of learning to their everyday living.

WRITTEN ASSIGNMENT

Explain to the children that to get a job like teacher, secretary, custodian, etc., they must be able to read an application paper, follow the directions, and write the answers.

Guide the children in reading the application form assigned to Kindergarten and first grade.

TEACHER EVALUATION

The teacher sould evaluate the aspirational levels of the children from number 11B on the job application form (unskilled, skilled, semi-professional, professional) to determine as nearly as possible those areas that need greater understandings and emphasis for the children's future employment outlook.

> What greater or better gift
> can we offer the republic than
> to teach and instruct our youth?
> Cicero

EDUCATION AND THE WORLD OF WORK

PURPOSE

The elementary school child must be assisted in his awareness of the relationship between education and the world of work.

REVIEW VOCABULARY

WORK JOB QUALIFIED REWARD FAILURE APPLICATION
LEARNING EDUCATION

Review the vocabulary as it was introduced in the kindergarten and first grade units. Understandings of the terms are imperative to developmental career guidance.

ORAL DISCUSSION

"Why do you need a good education?" (To get a good job)

"What is a good job?" (Enjoy the work, montey, etc.)

"There are thousands of different kinds of jobs. You tell me the names of some jobs that you know. I will write the jobs on the blackboard.

NOTE TO TEACHER

Divide the blackboard into 4 parts. Label the parts unskilled, skilled, semi-professional, professional. As the jobs are being named, list them under the proper category. For example:

UNSKILLED	SKILLED	SEMI-PROFESSIONAL	PROFESSIONAL
Car washer	Plumber	Store Manager	Teacher
Assembly-line	Electrician	Car Salesman	Engineer
Janitor	Secretary	Computer Programmer	Doctor

ORAL DISCUSSION

"Who do you think has the best education or has learned the most, e.g., the car washer or the teacher? Why?"

"who do you think earns the most money - - the car washer or the teacher? Why?"

"Who do you think likes his job the best - - the car washer or the teacher? Why?"

FIELD TRIP Take the children on a tour to a business to observe workers. When possible, let them ask question about job activity, qualifications, rewards, and failure.

ORAL DISCUSSION Have the children talk about their trip into the world of work. Guide the children in listing the kinds of jobs they saw. Let the children try to categorize the jobs according to the skill.

A LOOK AT MY EDUCATION

ORAL DISCUSSION

"So far we have talked about the amount of education people need to get certain jobs. Now, we are going to take a look at your education. You have learned many things. In some subjects you may do very well, while in other subjects you may not do as well as you would like. For example, (Jesse) may get B's in Arithmetic, but get D's in gym. Or, (Sally) may get A's in Science and C's in writing.

"Who would like to tell us about the subject you are good in and the ones you are not good in? And why?"

WRITTEN ASSIGNMENT

Direct the children to evaluate their education thus far through filling out the form, "A Look At My Second Grade Education."

NOTE TO TEACHER

Glance at the children's papers to see if they have realistically evaluated themselves for your own knowledge of the class. At this grade level it is not necessary to challenge unrealistic self-concepts. Often pupils still are fantasizing primarily. Later on, about 12 to 14 years of age, they are ready to begin understanding and coping with reality factors.

NOTE TO TEACHER

"Which job do you think is the best — the car washer or the teacher? Why?"

Continue other job compairsons in a like manner from the four different categories.

"We have found that the person who gets the most education or finishes the most schools, usually get the best jobs."

WRITTEN ASSIGNMENT

"We have listed many jobs. Now, I would like for you to draw a picture of what you would like to be when you grow up. While you are drawing your picture, think about why you want the job."

"What is it about the work that you think you would like?"

"What is it about the work that you think you might not like?"

"Is it a daytime job or a night time job?"

"Will you work with other people or work alone?"

"How much education do you think you will need to be qualified to do the job?"

ORAL DISCUSSION

Invite the children to talk about the jobs they have illustrated in relation to the above mentioned questions. After the discussion take each child's paper and categorize it according to the four levels of skills. Encourage the children to talk about the level most frequently selected and the one least selected. Guide the children in evaluating the reasons certain jobs are more chosen than others.

ROLE MODELS

Invite a speaker from the Michigan Employment Security Commission to talk to the children about jobs with bright future outlooks and those that will be disappearing by the time the second graders will be ready for the world of work. Remind the speaker that visual aides are most useful in working with young children. Encourage the children to question the speaker. This technique helps the speaker address himself to the children's level of concern.

JOB FAMILIES FRO STUDY IN GRADE TWO

I. Neighborhood Businesses

- Large Supermarkets
- Private Businesses
- Churches
- Recreation Facilities
- Schools
- Gas Stations
- Others

II. People Who Work With Animals

- Pet Shop Owners
- Vetarinarians
- Animal Trainers
- Zoo Workers
- Circus Workers
- Dog Catchers
- Humane Society Staff
- Others

III. Transportation Occupations

- Railroad Men
- Airline Services
- Truck Drivers
- Taxi Drivers
- Steam Shovel/Tractor Operators
- Ship Crew
- Others

Each job family can be studied systematically and developmentally through the use of:

*Occupational Materials Audio/Visual
*Speakers
*Field Trips
*Discussions
*Role Playing
*Group Activities

WHERE DO YOU GO FROM HERE?

ORAL DISCUSSION

"If you like the way your future looks -- if you like the grades you are getting, what should you do?" (Continue to work well.)

"But, if you do not like the way your future looks -- if you do not like the grades you are getting, what should you do?" (Work harder).

"How can you really begin to work harder in school?"

1. Take time at home to sit and think about yourself and what you want for your life.
2. Talk to your parents and see what they think is best for you.
3. In school, try to clear your mind from daydreaming and listen to directions and discussion.
4. When you don't understand something, ask questions.
5. Get help at home. Practice reading and your other subjects each day. In other words -- STUDY, STUDY, STUDY.

Above all, remember, YOU CAN DO IT!!!

"Let's take a quick study of the jobs in our school."

"How many teachers are there?"

"Which jobs are more people needed for, teacher or janitor?"

"Did you know that some factories already have big machines that suck up dirt?"

"What would happen if that machine were put into our school?" (Wouldn't need a janitor.)

"Yes, the janitor would not have a job."

"Which job needs the most education - the teacher or the janitor?"

"Can you guess which job pays the most money?"

FIELD TRIP

Take the children to the neighborhood supermarket. Ask the manager to talk about the jobs that are no longer in existence because of the Self-Serve" system. Have him also talk about bright future jobs in the supermarket, e.g., managerial work.

ORAL DISCUSSION

Review the knowledges gained on the trip to the supermarket concerning future employment outlook.

EVALUATIVE ACTIVITY

Direct the children to re-evaluate themselves with the form, "A Look At My Second Grade Education." See if there is a noticeable change in their evaluations.

TEACHER

"You have taken a look at your second grade education and thought about jobs you might get when you grwo up. Now, I am going to show you the kinds of grades that usually match different kinds of jobs.

Diagram for blackboard.

	JOB	SCHOOL GRADES	SCHOOL FINISHED
PROFESSIONAL	Doctor	A's, B's	College
	Teacher	" "	"
	Engineer	" "	"
	Registered Nurse	" "	"
SEMI-PROFESSIONAL & TECHNICAL	Commercial Artists	A's, B's, C's	High School and 2
	Fashion Designers	" " "	" yrs. College
	Pilots, Co-Pilots	" " "	"
	Radio, TV Announcers	" " "	"
SKILLED	Machanics	A's, B's, C's, D's	High School and
	Carpenters	" " " "	" Special Training
	Bus Driver	" " " "	" School
	Tool and Die Makers	" " " "	"
UNSKILLED	Factory Assemblers	C's, D's, E's	High School Educa-
	Delivery Men	" " "	" tion not required
	Truck Drivers	" " "	"
	Dock Loaders	" " "	"

ORAL DISCUSSION

'Did you match your grades with the job you might best be qualified for?" (Some of the jobs the children selected will not be listed on the board. Take the time to categorize them.)

"What does our discussion of education and work mean to you?"

A LOOK AT MY SECOND GRADE EDUCATION

NAME ______________________________ GRADE ____________

If I had to give myself grades for each of my subjects, I would give myself . . . .

Reading ____________

Arithmetic ____________

Hand Writing ____________

Art ____________

Science ____________

Gym ____________

Music ____________

Social Studies ____________

I think my education is Good - Fair - Poor (Circle one)

If my grades were money $$$$$$ I would be Rich - Fair - Poor (Circle one)

With grades like mine, when I get big I could get a job as a ______________________.

DRAW THE JOB.

WHO ARE YOU? I AM ME

PURPOSE

The third grader must be assisted in making an assesament of his own personality so that he can modify or change those traits which might later cause failure and build on those traits which may lead to success.

REVIEW VOCABULARY

WORK QUALIFIED REWARD FAILURE APPLICATION
LEARNING EDUCATION

Before introducing the third grade personality concepts, the kindergarten, first grade, and second grade concept must be reviewed as they are presented if Level III is to be meaningful.

A STUDY OF ME IN SCHOOL

INTRODUCTORY QUESTIONS

"Who are you? What makes you like the other children in our room? What makes you different or not like the other children in our room? What kinds of things do you like? What kinds of things do you not like? In other words, what makes you -- you?

WRITTEN ASSIGNMENT

Me and my school -- Fill in form

Let's play a game. Write two paragraphs describing you but do not write your name or the color clothes you are wearing today. When I collect the papers, I will mix them. See if you can guess whose paper I am reading. By the way, keep it a secret if it is your paper. (Teacher must save the papers for a comparative study.)

PANEL DISCUSSION

Invite a small group of children to participate in a discussion of "The Kinds of People I like." Encourage them to talk about specific personality traits.

Invite a second group of children to participate in a discussion of "The Kinds of People I don't Like."

WRITTEN ASSIGNMENT

"If you could change something about your personality and/or the way you look from what would you change to what would you change, and why.

After you have finished writing, draw a before and after picture of the changes you would make.

ORAL DISCUSSION

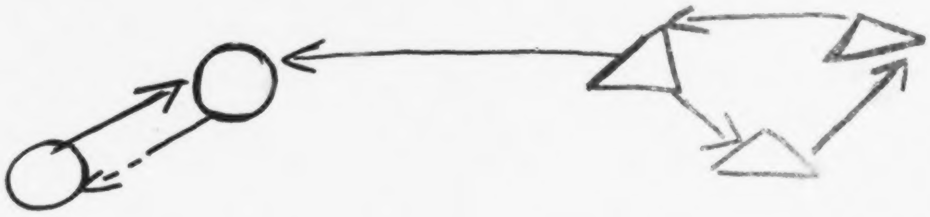
Invite only those children who volunteer to discuss their papers. Encourage all the children to participate in discussions of methods of ways of changing. For example, one child who is shy and withdrawn may want to be more outgoing. Have the children talk about ways of overcoming shyness. Another child may wish to change one hair type for another. Have the children talk about ways of accepting yourself and the value of being what you are.

SOCIOGRAM

Ask the children to secretly write the names on one or two children they would like to be seated next to and one or two children they would not like to be seated next to.

Tally the results with diagrams.

EXAMPLE:



Explain that a sociogram can help the teacher work with a class better because the teacher begins to recognize and understand some of the problems children have. The teacher can help bullies, children without friends, etc., get along better in school.

SPECIAL NOTE:

If the teacher wishes to share the information with the class, then he must spend time to establish a healthy, helping, accepting climate prior to presenting the results. It must be handled in a protective manner. Otherwise, the information could be harmful to some children. For example, if Jimmy turns out to be a bully, he can be protected by asking the class, "What are you doing to help make Jimmy a bully?" (We let him have his way, run from him, etc.)

"What can we do to help Jimmy get along better in school and have more friends?"

Thus, Jimmy is offered some protection. He is not alone because others are caring and sharing in the responsibility of the role in which he is trapped. They are assisting him in finding ways to break away from an undesirable position. Jimmy's peer group and teacher care about him. It is a helping relationship.

In addition to the sociogram, another type of soicometrics can lend more specific information. The children are to secretly fill in the name of a class member who best fits the description. (See form, "Me and My Class"). Handle the results in the same manner as suggested for the first sociogram.

WRITTEN ASSIGNMENT

"We have talked about how you feel about yourself and how others in your class feel about you. With all the new information that you have from our discussions, the panel members, and the forms you have filled out, I would like for you to write another paper describing yourself.

Perhaps you have changed your mind about some of the things you said before. Perhaps ~~some~~ things you may feel the same way about. Write and tell me who you are. Remember, don't write your name or tell what you are wearing today.

COMPARATIVE STUDY

Let the children compare their first personality critique with the second. Encourage volunteers to talk about the changes or additions that they made.

ME AND MY CLASS

DIRECTIONS: The teacher should read each line so that all reading levels can participate. Either duplicate the names of all the children for spelling purposes, or ask the children to spell to the best of their ability. Emphasize secretiveness.

GRADE ____________ AGE ____________ DATE ____________

This is the name of the person I think,

1. Gets good grades ____________
2. The teachers like ____________
3. The children like ____________
4. The teacher and children like ____________
5. Gets other people in trouble ____________
6. Never finishes the work ____________
7. Is always late to school ____________
8. Gets mad too easily ____________
9. Is friendly ____________
10. Acts silly ____________
11. Cries too much ____________
12. Helps others ____________
13. Laughs at other people ____________
14. Is not friendly ____________
15. Likes to be alone ____________
16. Is bashful ____________
17. Is a bully ____________
18. Is good in sports ____________
19. Looks happy ____________
20. Looks sad ____________
21. Can't do the work ____________
22. Will be rich and famous someday ____________
23. Likes too much attention ____________
24. I would like to be like ____________

A STUDY OF ME AT HOME

ORAL DISCUSSIONS

"We have talked about the one kind of you -- the "School You." Next, we are going to spend some time studying the "Home You." We will conduct our home study in the same way that we studied you in school."

WRITTEN ASSIGNMENT

Fill in your family flower. (See form)

Write two paragraphs about the kind of person you are at home, what kinds of things do you like to do? What kinds of things do you not like to do? How are you like the other members of your family? How are you not like or different from the other members of your family?

SMALL GROUP DISCUSSIONS

Invite the children to divide into about six small groups. Have them find out as much as possible about each other's personalities at home. Let each group select a reporter. The reporter's job will be to report back to the class about the groups similarities and differences in the way they behave, and their responsibilities at home.

SPECIAL GUESTS

Ask three or four children to invite a parent, big brother or sister, or any adult family member who lives in the home to talk to the class about their third grader. Have the adults discuss home responsibilities a third-grader ought to be able to handle; ways he can spend his leisure time; getting along with family members; and the future outlook.

WRITTEN ASSIGNMENT

"Each person in your family is different. Each person has his own way of doing things. For example, if your mother said, 'I want everybody to help clean the house', one person might go straight to work. Another might pout and work very slowly to show he is angry. Another might say, "Okay," and then call someone on the telephone. So, although the people in your family look something alike, they do not always behave alike.

Think about how the people in your family behave. Now, you are going to write in the name of the person in your family who best fits the description." (See form, "Me and My Family)

ASSIGNMENT FOR MOTHER AND FATHER

"You expect certain things from your family and they expect certain things from you."

Have the children to ask a parent to write a short letter about what they would like for their third-grader to be when he/she grows up and why.

ORAL DISCUSSION

Read the career and the reasons the parents give for wanting their child to seek the chosen field. As each letter is read, ask the child if he is interested in the career. If so, why? If not, Why?

Invite the children to write about what they would like to be when they grow up and why. In addition, have them consider the following questions in their writing:

1. How much education do you think you will need?
2. What do you think are the job qualifications?
3. Will you have to wear a uniform?
4. Will you work during the day or at night?
5. What do you think you will like about the job?
6. What do you think you would not like about the job?
7. Do you know anyone with this job?
8. What are you doing now to prepare successfully for the job? (Read, watch TV programs, etc.)

ME AND MY FAMILY

DIRECTIONS: Guide the children in reading each line so that all reading levels can fully participate.

NAME: ____________________ AGE: ________ DATE: ____________

1. Write the names of the people who live in your house. Write the ages of all the children.

____________________ ____________________

____________________ ____________________

____________________ ____________________

2. Who is the smartest? ____________________
3. Who is the nicest? ____________________
4. Who cries the most? ____________________
5. Who laughs the most? ____________________
6. Who gets the most attention? ____________________
7. Who does not like to play with you? ____________________
8. Who do you play with the most? ____________________
9. Who is the best looking? ____________________
10. Who helps mother or father most: ____________________
11. Who is the bully? ____________________
12. Who helps with the school work? ____________________
13. Who tries to get out of doing work? ____________________
14. Who shares the most? ____________________
15. Who does not want to share? ____________________
16. Who do you get into fights with the most? ____________________
17. Who do you like to be with the most? ____________________
18. Who do you share a bedroom with? ____________________

"We have talked about you in school and you at home. We have also found out about what your parents want for your future. Although your parents names different kinds of jobs, all of them really want the same thing for you --SUCCESS-- success in whatever you do.

IT COULDN'T BE DONE -Edgar A. Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That "Maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.

So he buckled right in with the trace of a grin
On his face. If he worried he hide it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

VOCABULARY

SUCCESS

ORAL DISCUSSION

"What is success?" (Being happy about doing something well)

Who would like to tell us about a time when someone said, 'You can't do it,' but you did?

"Let's make a list of some kinds of experiences or things through which third-graders can find success." (School work, hobbies, special interests, etc.)

"Of the things that we have listed -- are there certain things which boys are more successful at doing? Which things? Why?"

Are there certain things that girls are more successful at doing? Which things? Why?

WRITTEN ASSIGNMENT

Write about a time when you felt real proud of yourself because you had done something successfully.

ROLE MODEL

Invite a member of the community who has found success in the world of work, regardless of the occupational level, to talk to the children about what he did to become successful. Encourage the children to ask the speaker questions concerning the method of reaching success.

FIELD TRIP

Take the children to a business office like the City County Building, Great Lakes Insurance Company, etc., to see successful people at work. (Large establishments offer on display many occupations) Try to arrange for the bus to pass through a neighborhood where the financially successful people live in route to the business.

ORAL DISCUSSION

Let's talk about the successful people that we saw on our trip.

WRITTEN ASSIGNMENT

"Everyone who works must fill out a job application. Do you remember what a job application is? What?

"You have already written about what you would like to be in the future. To help you know what it is like to fill out an application form, pretend you are applying for a job that you would like. Remember neatness and easy-to-read writing count if you are to be successful in getting the job." (See Application Form II).

The teacher should briefly explain each category on the application form:

Personal Background
Educational Background
Special Interests
Employment Outlook
Recommendations

ORAL DISCUSSION

Divide the Blackboard into four parts -- Unskilled, Skilled, Semi-Professional, Professional (See Grade 2 for explanation). Read the jobs selected by the children under IV A - future employment outlook - and invite the children to name the category or job level.

Call the names of those who would qualify for jobs because they:

Completed the application
Followed directions
Worked neatly
Thought Carefully
Belong to special group(s) outside school. (Can and likes being with others).

READING

Invite the children to read about the career(s) they would like to learn more about from the "I Want to Be," series. (Most school libraries have the series.)

WRITTEN EVALUATION OF ASPIRATIONAL LEVELS

Have the children write a story about "Who I am Going to Be." They are to describe the kind of education, personality, home, car, clothing, job, and friends they would like to have.

Let the children role play the jobs to which they aspire. Visual aids will be helpful.

JOB APPLICATION

I. Personal Background

Name ______________________ Age ______ Grade __________

Address ______________________ BOY or GIRL (Circle one)

Telephone Number __________ City ______________ State ________

II. Educational Background

A. The subjects I like best are - (check one)

Arithmetic ______
Gym ______
Reading ______
Library ______
Science ______
Handwriting ______
Music ______
Auditorium ______
Art ______
Social Studies ______

B. The subjects I do not like much are - (check one)

Arithmetic ______
Gym ______
Reading ______
Library ______
Science ______
Handwriting ______
Music ______
Auditorium ______
Art ______
Social Studies ______

Special Interests

I belong to -

______ Scouting
______ Baseball Team
______ YMCA or YWCA
______ Other ______
______ Church Choir
______ Church Usher Board
______ School Club(s)

IV. Employment Outlook

A. The job I would like to have in school is ______________ because ______________________________.

B. The job(s) I would like to have when I grow up is (are) ______________________________

C. I think I can get this (these) job(s) because I ______________________________

V. Recommendations

— Write the names of three grown-ups who know you are a good worker. 1. ______________ 2. ______________ 3. ______________

JOB FAMILIES FOR STUDY IN GRADE THREE

I. Recreation Workers Who Help You Play

Recreation Directors
Physical Education Teachers
Maintainance
Office Staff - Switchboard Operators
Food Servicers
Others ______________________________

II. People Who Work at the Zoo

Animal Trainers
Maintainance Workers
Veterinarian
Doctor
Zoo Director
Ticket Salesman
Food Salesman
Office Workers

III. Holiday Workers

Window Display Artists
Actors and Actresses (clowns, etc.)
Musicians
Commercial Artists
Interior Decorators
Seamstress and Tailors
Public Relations - Advertising

Each job family can be studied systematically and through the use of:

Occupational Materials

Role Playing

Speakers

Group Activities

Field Trips

WORK AT HOME

OSE

To make boys and girls aware of the jobs they are presently doing at home. Suggested for Fourth Grade, but can be taught to Fifth and Sixth grade students.

BULARY

RESPECT QUALIFICATIONS SCHEDULE PUNCTUALITY DEPENDABLE

HE TEACHER

A discussion of the jobs the boys and girls do at home may be used as a motivational opening. Perhaps listing them on the board or have each child make his own list will be a thought-motivation process. Some of the jobs on the list may be of the type that will make the pupils sneer and laugh. An example of this might be taking the garbage out. Have the children talk about WHY some jobs are the kind that people like to do and there are others that people do not like to do as well. Draw from them the idea of attitudes and feelings about some kinds of work.

QUESTIONS such as these may be helpful for discussion:

"What are some jobs that you do at home?"

"Which job do you like to do?"

"Which jobs are the kind you like to do the least?"

"Why do we like some jobs?"

"What is it about them we like?"

"Do we laugh at some jobs because other people laugh at them?"

"Do some people have jobs that others may not respect?"

"How should we feel about all jobs?"

Talking about the qualifications of the jobs that they do at home should be discussed. Have them think about some of the jobs that they may want to try but do not qualify for because of their size, weight, or age. The idea that some jobs may be considered jobs for girls or jobs for boys can be evaluated. However, the students should understand that both men and women can do most jobs.

Examples of this type of work at home may be cooking, cutting the lawn, or serving. Although we may think of cooking as a woman's job, have them discuss that the best chefs are men. Cutting the lawn can be done by either men or women.

Work schedules are sometimes set up at home or school. This is true in the world of work, also. Certain days, at specific times, a particular job is to be accomplished.

Questions to guide discussion:

"Name some jobs that might be done at a specific time."

"Name some jobs that can be accomplished whenever it is convenient."

"Discuss what is ment by punctuality."

"Why is it so necessary to be on time for school? For an appointment? For work?

"Do other people expect you to be dependable?"

"How do you feel when you know you have been dependable, worked hard, and completed your task well?"

"How do others feel about you?"

TO DO: WORKSHEET

A. Name some of the jobs that you do at home.

B. Why do you like some of these jobs?

C. Why do you dislike some of these jobs?

WORK IN SCHOOL

PURPOSE An awareness of jobs in school. Suggested for Fourth Grade, but may be used for Fifth and Sixth grade level.

VOCABULARY QUALIFICATIONS INTERVIEWING APPLY REWARDS PENALITY

TO THE TEACHER Have a discussion on the jobs the boys and girls have in the classroom and in the school. Make a list of all jobs in the school. Talk about the qualifications for these jobs and how they apply for these jobs.

ACTIVITIES

1. For variety in the discussion, role play some of the jobs within the school, (directions for role playing are presented later in this booklet.) Perhaps they could role play interviewing for a job.

   Examples:

   Service Girls
   Safety Squad
   Teacher Helpers
   Interviewers
   Custodian Helpers
   Library Helpers
   Luncheon Helpers
   Room Helpers
   Office Messengers
   Student Council

2. The qualifications for these jobs and the rewards and penalities of each should be explored. Perhaps a committee could be formed to investigate the various types of jobs within each category and the role that they play.

   An example of this might be the library helpers. Some of the jobs listed might be:

   Change in and charge out helpers
   Overdue books
   Shelves
   Binding
   Classification of books, etc.

Study to jobs--which of these jobs are easiest and hardest, which requires more background of the library, and which would require the longest service. Perhaps simple application forms could be made by the students showing all of the needs that the librarian would have to know about that person before "employing" him.

After investigation and study by each committee they should come together and tell the class of their findings. The advantages and disadvantages of each job should be throughly explored.

3. Role Models from all of the different clubs should be invited to tell the boys and girls of their jobs and be ready to answer questions.
4. Bulletin Boards with pictures of people working is an introduction to the world of work. Pictures can be secured from a wide selection of available materials.

   Newspapers
   Magazines (Jet, Ebony, Bronze American, Time, Newsweek, Life, etc.)
   School Library
   School Center Building

5. Discussion questions to help guide the teacher:

   "What is the difference in terminology between a job, a position, work, a career, a vocation, an occupation?"

   "Why do people work?"

   "Do all members of your family work?"

   "Do you work?"

TO DO: WORKSHEET

EXPLORING THE WORLD OF WORK

PURPOSE To have the children learn about some of the many occupations in the world of work.

TO THE TEACHER Review the material in Kindergarten through Third grade.

"You have been looking at yourself and others. You have thought about working at home, working in school, your work habits, and how you might look for a job in the working world. Now you are ready to explore and look over the many many jobs or occupations you might want.

Let's just think about some of the jobs you have been thinking about."

Jobs they may want:

Have the children name some of the jobs they might want. List them on the board for all to see.

Ask the boys and girls to look at these and see if they can observe any way that these might be grouped together. The teacher can have categorized into:

Professional
Semi-professional
Services
Skilled
Unskilled

Discussion on the type of jobs that each of these fields represent should be given time for thought.

ACTIVITY Have adult role models from each of the five categories speak to the class.

Reviewing the reasons why people work will begin to form healthy attitudes in the exploration of vocational developmental tasks.

They may list some of these in this form:

1. for money

2. to help others

3. to be active

4. for the job of doing

5. for promotion

Another way of listing why people work might be:

1. The basic needs - food, clothing, shelter

2. A sense of belonging to a group

3. For respect, importance, and independence

4. For information or to learn.

5. For understanding or self and others.

6. For beauty of the world.

Ask the children to think about themselves and picture how they feel about each of these.

SCHOOL WORK AND MARKS

Reviewing the discussion of why their school work and marks are important is necessary. Ask them if they have changed any in their thinking in reference to reasons for the necessity of doing well in school.

HOBBIES AND INTERESTS

Discussion of their hobbies and interests should follow for the purpose of the child's seeing how this may relate to the job he may be thinking of for future work.

"What are your hobbies. What are some of the things you like to do on your free time?"

Hobbies can be thought of as:

1. Doing things
2. Making things
3. Collecting things
4. Learning things

Have them find five examples of each. Each child could tell:

How they started this hobby

Why they started it

What they have learned

What they expect to do with it in the future

Do they know of any famous people who are doing the same thing?

Do some people make their living with this?

The teacher should guide discussion to show:

1. Hobbies and interests are fun.
2. Hobbies and interests are something to do when you can't find other things to do.
3. Hobbies and interests can be continued all through your life.
4. Hobbies and interests can be changed often.
5. Hobbies and interests can be shared with other people.
6. Hobbies and interests might sometimes help you decide what job you might want in the future.
7. Hobbies and interests may be altogether different than what you want to do in the future.

ACTIVITIES

1. A bulletin board could be set up with the children having several pictures to show of each of these.
2. Another interesting and informative activity would be to have the boys and girls bring their hobbies, or interests displays to school. They can set up on a table, or showcase, to show for their room or school.
3. Each child could tell about their contribution.
4. They can write about their interests or hobbies, draw pictures to accompany the report, and booklet.
5. All of these activities can be shared with other classes.
6. Adults can be invited to visit and tell of their hobbies.

Have the class discuss other jobs that are not easy. Bring out the idea that studying and working can be more enjoyable if they know how to, but that it may be boring at times.

TO DO: WORKSHEET #4

Some reasons why you should be a better student.

WHAT IS STUDYING?

Most children will say doing homework or reading is studying. Ask them to think about this and they may bring up these activities as studying:

1. Reading a textbook - or magazine, or encyclopedia
2. Writing a report or poem
3. Listening to the teacher, a pupil, a TV show, the radio, etc.
4. Speaking in front of the class, or at your seat, or in a group
5. Watching a play, a TV program, a movie

"Aren't some of these fun?"

"Can you make things seem like fun or become more interesting? Even if you dislike science, can you think of a time when you liked it? In the future when you have a job, you will have to be able to read, listen, write, speak, and watch."

"What are examples of reading on a job?"

1. Reading directions from the boss
2. Reading how to put things together, etc.

"What do you have to listen for on the job?"

1. Directions by co-workers
2. A noise that is in a mechanical motor, etc.

"What do you write on a job?"

1. Letters to companies
2. Fill out needed forms, etc.

"Why will you have to be able to speak well on your future job?"

1. So your co-workers know what you are saying
2. Those that speak well get better jobs

"What will you have to look at or watch for on your job?"

1. To see that things move the way they should
2. That you have typed what you wanted

TO DO: WORKSHEETS

TELL WHY THESE ARE IMPORTANT IN SCHOOL

Reading-

Listening-

Writing-

Speaking-

Seeing-

WHY ARE THESE IMPORTANT WHEN YOU WORK ON ANY JOB IN THE FUTURE?

Reading-

Writing-

Listening-

Speaking-

Seeing-

WORK HABITS WORKSHEET

You learn to do the things best you like to do most. Which of these subjects do you like the best? Put a check in front of them.

__________reading
__________spelling
__________handwriting
__________gym
__________music
__________social studies
__________science
__________arithmetic
__________art
__________library

Which of these subjects do you not like? Put a check in front of them.

__________reading
__________spelling
__________handwriting
__________gym
__________music
__________social studies
__________science
__________arithmetic
__________art
__________library

Name the subjects that you get the best marks in and tell why.

WORK HABITS WORKSHEET

Name a subject you don't line ______________________________

Can you think of a time when you thought is was kind of fun?

Write what happened:

"Where do you study?"

Have the children tell where they study at home. Where do their sisters and brothers study?

Ask them the best way and place to study-by talking about it they can understand each others problems.

Examples: Too many in the house, noise caused by a baby or TV or other children, two or more in one bedroom, etc. Have them see that it is hard for others too, but that it does not mean things cannot be better or that they may use this as an excuse not to study.

1. Try to find a quiet place at home. It may be a bedroom, the kitchen or the basement.
2. The temperature should be confortable between 68 and 72 degrees. If it is too hot you become sleepy. If it is too cold, you worry about that.
3. Be sure that you have a good light by which to study. If it is daytime, daylight is the best. A lamp at a desk is good. If you read, it is best to have the light over your right shoulder. Sunlight is bad for your eyes.
4. Sitting in a comfortable chair is very helpful. A straight back chair is supposed to be the best. Too soft a chair will put you to sleep, or make you daydream; too hard a chair, and your back and other muscles hurt.
5. Do not study for a long time. Your eyes may hurt, your hand hurts if you are writing, your head begins to ache, etc.
6. Be sure you have all of the materials you need - paper, pencils, eraser pen, ruler, dictionary, text, etc.

A good student has an assignment notebook. It is always better to write things down. You sometimes forget. Have the children start keeping one.

TO DO: The children may either buy a notebook or make one.

Have the children take a good look at their loose leaf notebooks.

Are they messy?

Do they need to throw away some papers?

Is it organized by subject?

They can buy or make their own dividers out of heavy paper or cardboard.

Have a "cleaning session" a couple of times a month.

TO DO: WORKSHEET

WORK HABITS WORKSHEET

Check each of these that you should have to help you work.

_____paper
_____pencil
_____orange pen
_____ruler
_____clock
_____calendar
_____light
_____pen
_____dictionary
_____paper clips
_____plant
_____good chair
_____eraser
_____books

If you can think of other important things that you need, write them down.

List the best way for you to prepare or get ready to study.

WORKSHEEP WORK HABITS

Pretend you are at home and are going to do your homework.

Make a drawing of where you study.

How could it be better? Either draw this or make a list to show how to improve it.

"How do you plan your study time is school?"

In the discussion they may tell of the place they are working, the materials they will need, and what to do when they finish. Encourage the students to explore this idea of studying in school and how it may differ by subjects and the room they are in.

"Do you study at home the same as you do in school?

Discuss this! There are many ways to get ready to study. Each person is different. They must learn to study the way that is best for them. Some people study better with noise around them. For others it must be quiet.

"Here are some ideas to help you to get ready."

1. TRY TO SEE WHY IT IS IMPORTANT TO THIS PARTICULAR TASK.

   Build a good attitude about it. Think of the whole thing. How will this prepare me for my future career?

2. TRY AND BUILD GOOD WORK HABITS

   Don't put things off and then do a poor job because you have to hurry. It seems easier to do the studying first and then when you play or watch TV it is more fun.

3. MAKE A STUDY SCHEDULE FOR EACH WEEK.

   Keep to this as much as possible. Pretty soon it will become easier to follow. The teacher and class should discuss schedules and how to set them up.

CHARACTERISTICS OF A GOOD WORKER

The teacher can discuss these or perhaps the children can recite them.

1. Enthusiasm
2. Neatness, orderly
3. Good health
4. Show initiative
5. Realize you are not always right
6. Finish what you start
7. Follow a schedule
8. Make up work missed
9. Practice larger vocabulary
10. Think about what you are doing
11. Know what you are doing -- ask directions
12. Be active in classroom activities
13. Use what you are learning
14. Have opinions and talk about them.

ACTIVITY Have each child rate themselves on each of these: EXCELLENT

FAIR

POOR

Reasons Why People Work

This should be reviewed. As they mature they will realize more and more the value and need of work - not just for monentary reasons.

School Work and Marks

Their school work is important and they must be continually guided to help themselves.

TO DO: WORKSHEET

Hobbies and Interests

If this was not taught in Fourth Grade it should be in the Fifth Grade. Reviewing it for this age would be helpful. They may see a change in their thinking.

The Study of Jobs

This can be taught very similarly to the Fourth Grade. The worksheet accompanying this lesson has a little more sophistication and will take a little more searching than the Fourth Grade. Be sure to have the children select three different jobs.

IDEAS Arrange for a small committee to report on a local merchant or occupation - if possible use the polaroid and a tape recorder.

TO DO: WORKSHEET

WORKSHEET

AREA OF CURRICULUM

How do you do in this subject:

Why study this subject?

Jobs relating to this subject: ______________________________

____

____

____

____

____

A study for this grade level would be the introduction of each area of the curriculum and the jobs which would be pertinent to that subject. For instance, some of the occupations related to the language areas would be:

- Lawyer
- Secretary
- Radio Announcer
- Drama Critic
- Librarian
- Sales Person
- Sports Writer
- Editor
- Hostess
- Salesman
- Author
- Copy Writer
- Clergyman
- Teacher
- Actor
- Printer
- Buyer
- Journalist
- Interpretor
- Advertising
- Translator
- Tutor
- Crytographer
- Speech Therapists
- Telephone Operator
- Proofreader
- Customs Clerk

Helpful to the teacher to better prepare themselves for this would be the book:

THE TEACHER'S ROLE IN CAREER DEVELOPMENT

by W. Wealy Tennyson
Thomas Soldahl
Charlotte Mueller

The Guidance Consultant in your building will locate this for you. Not only the jobs involved but the related areas of study should be discussed. An example would be the Language Arts. This would include reading, handwriting, spelling, and English.

Discuss the concept that some jobs require many areas of the curriculum.

An example would be a sales person. They would need the language arts and mathmatics. Have the children think of the other jobs and the other subjects necessary.

TO DO: WORKSHEET

WORKSHEET

I. Occupation ______________________________

a. Job ______________________________

b. Nature of Work ______________________________

c. Duties to Perform ______________________________

d. Why you might want it ______________________________

II. What it Offers

a. Present chances for employment ______________________________

b. Future of this job ______________________________

c. Advantages of the job ______________________________

d. Disadvantages of the job ______________________________

e. Importance to self and others ______________________________

III. Working Conditions

a. Salary ______________________________

b. Hours ______________________________

c. Vacation ______________________________

d. Further training or education ______________________________

IV. Requirements

a. Education needed ______________________________

b. Type of person for this job ______________________________

c. Physical Needs ______________________________

V. Interests

a. Steps you take now to help yourself ______________________________

____

b. Where you got your information ______________________________

____

Looking at the results of their studies of different jobs should lead into recongnition of the type of person they are and how it will relate to the job they select -- personality

Ask the children:

"What kind of personality do you have?"

They will need to discuss what the word means and how they are all different. They need to think about these concepts and begin to take a look at themselves.

How do they see themselves?

How do others see them?

How do their friends see them?

How would they really like to be?

The last item can lead to interesting and thoughtful answers.

TO DO: WORKSHEET

WORKSHEET

WHAT KIND OF A PERSON ARE YOU?

WHAT KIND OF A PERSONALITY DO YOU THINK YOU HAVE? (friendly, shy, helpful)
Explain what you mean!

HOW WOULD YOU REALLY LIKE TO BE?

"In studying jobs and occupations you are beginning to think for yourself in relation to these jobs. Because of the type of person you are, you think or try to fit your choice to the job. What are some ideas that you have noticed about yourself and the jobs you might want?"

This concept may need some guiding by the teacher. The children may see these ideas are making them think about their marks and job selection.

Whether they like the indoors or the outdoors

If they prefer sitting or moving around

If they like to have people around them or prefer being alone.

Interests and hobbies

If they are creative with their minds or with their hands

If they like to tell people what to do or would prefer having someone tell them.

Abilities

What tests show about them

These are only a few ideas. The children will think of many more.

TO DO: List some of the things about yourself that may help you decide about your future career. An example would be the marks a child has in certain subjects.

WHERE WILL YOU LOOK FOR A JOB?

The teacher can start discussion by asking:

"Where will you look to get this job?"

Some of the ideas that may be suggested by the children:

1. Parents
2. Friends
3. Relatives
4. Want ads
5. Yellow Pages Directory
6. Employment Offices
7. Go the the place where they have these jobs and ask for one.

(This would make an interesting bulletin board for the children to show the place to look for a job.)

Each of these ideas suggested by the children should be elaborated.

Parents:

"Should you discuss the job you may want with your parents?"

"How can they help you?"

"Will they help you?"

(These two questions may be somewhat "touchy" to be discussed in front of the whole group but they can be of great importance to the student. Some boys and girls may be able to talk to their parents, while others may find this almost impossible. Discussion should be encouraged.)

Friends:

"Will friends be of help to you in getting a job? Will they know of jobs available? Of places to look?"

(Hopefully the children will realize that this may be a good source of information in a helping relationship. If this is not brought out, the teacher should certainly share this information.)

Relatives:

"How can relatives, such as grandparents, cousins, brothers or sisters, etc. help you?"

(The same discussion will probably follow as it did with the above two sources.)

Want Ads:

"How can the want ad section of the newspaper help you find a job?" Supplementary Study for the teacher to use.

Further discussion on how to make better use of the want ad section of the newspaper can be developed by the teacher.

Some children do not have newspapers available to bring to school.

If they do have these at home, encourage them to look them over and bring them to school.

The teacher can give to each child one or two want ads or show them on an overhead projector. Encourage the children to make observations, and share these with the class.

Questions to Guide Discussion:

1. How is the part in the want ad section for people looking for a job divided? (jobs for men and jobs for women.)
2. Why are some ads larger and some smaller?
3. Do they have any that advertise for more than one job?
4. What do they show or ask for in the ads?
5. If you want a job can you put an ad in the paper?

Give as much time as the class needs to discuss and examine the ads. Allow for many questions and let the children answer each others questions.

Additional Communications Activities:

1. Have the children look for want ads they may have jobs they might want to apply for.
2. Those interested could write their own ads. They can pretend they are a company and need some workers.
3. Writing a letter in answer to a want ad would be of great value for spelling, handwriting, letter writing, itc.

Yellow Pages of the Telephone Book:

"How can the Yellow Pages help you find a job?"

(This may be a more difficult concept for the children to understand -- having one or two in the room would be helpful.)

"What information would the book show?"

"Do you think the newspaper want ads or the yellow pages would be the best to use?"

(Since this can be a matter of opinion, some of the pupils may realize that it depends on what they are looking for to fully answer this question.)

Employment Offices

"What is an employment office and how can it help you find a job?"

(Very few of the children will know of this source of help. The teacher may not wish to discuss this too deeply. However, they should be aware that such an agency exists.)

ACTIVITY: A field trip to an employment office would be of value.

Go to the Company and ask if jobs are available.

"How can going to a place of business help you find a job?"

The children will probable give examples of a few places they might go and ask for a job.

The teacher should explain that this may be the hardest way to look for a job. There will be many disappointments and many will be turned away. They should try over and over again using all of the sources available.

TO DO: WORKSHEET

WHERE WOULD YOU LOOK TO FIND THE JOB YOU MAY WANT IN THE FUTURE?

HOW CAN EACH OF THESE HELP YOU?

THINGS TO DO TO HELP YOU IMPROVE YOUR WORK

The teacher or a student can write these on the board, or

- a bulletin board could be made with these ideas, or
- they could be on a chart, or
- they could be written on an overhead projector, or
- they could be memeographed and given to each child.

1. Be interested in your school work and your job.

2. Know what you want to get done and do it - goals.

3. Feel that what you are doing is worth something to yourself and others - satisfaction.

5. Keep trying; if you make a mistake, do it over and over - be persistent.

Other ideas to develop

1. The more you practice something the better you learn and remember it.

   Discuss drill and repetition in school and at work.

   Examples: They drill the addition and multiplication facts.

   A secretary continually drills on a typewriter.

   Have them name some jobs that have a lot of repetition.

   Example: Factory assembly line worker.

2. All things seem hard at the beginning. When you first begin to learn something, it seems that you do not show much progress. It seems to take a long time. You move slowly. Then it starts to move faster and faster.

   Examples: Think back to first grade when you were beginning to read. It took a long time to read a page or two. Now you can read a whole story in a short time. Will the same thing happen when you start a new job?

3. When you are working on a job or school work you sometimes forget things and need to look it up in a book or ask someone.

It may seem that it is on the tip of your toung or it is there in your memory but at that second you can't remember.

You need to know where to find what you need and how to find it.

A dictionary for words.

A newspaper for an article.

An encyclopedia for a date, etc.

The teacher can develop this to greater extent if they would like to at this time.

TO DO: WORKSHEET

"Keep your mind on your work."

It is important for boys and girls to know that all people -- children and grown-ups -- become easily distracted. Talking about his sometimes helps.

Perhaps the teacher could say to the class:

"What are some things that bother you when you are trying to study?"

- Noises outside
- Baby
- Get hungry
- Eyes get tired
- Daydream
- In school-
  - Kids walking around
  - Teacher's shoes making noise
  - Kids tapping pencils
  - Pencil sharpener
- Brothers and sisters
- TV and radio
- Parents want you to run errands
- Other people want to talk
- Backaches
- Can't find materials

These are some ideas that may be offered.

TO THE TEACHER Discussion can follow by the whole class with this topic:

A better learning situation with good attitudes and understandings can be developed if the class is divided into smaller groups to discuss:

What bothers me when I study?

How can I help myself to overcome these problems?

Each child can help the other and will be more frank with their peers.

One area which bothers most children is daydreaming. This should be emphasized and can be talked about thoroughly with the idea that adults do this but that all of us have to learn how to cope with it.

TO DO: WORKSHEET

TIPS ON HOW TO MEMORIZE

TO THE TEACHER This can be on the blackboard, bulletin board or mimeographed for each child.

1. Decide why you are memorizing that particular thing. Understand the meaning and how you will use it.
2. First, read the whole thing.
    - a. Reread it to better understand.
    - b. Cover this up and tell yourself what the whole thing is about.
    - c. If you have trouble doing this, then reread it and try again.
3. Start to memorize small parts.
    - a. Read a small section. Read it again.
    - b. Say it loud.
    - c. Cover this up and see if you can say it aloud, if not, test yourself again until you know it.
    - d. Continue this way with all that you want to learn.
4. Leave this for awhile and do something else.
5. Go back to it later again and retest yourself. The parts that you have forgotten can be learned over again.

The teacher and children can give some examples for the children to try this method. They could be nonsense poems or words.

WORK HABITS

Write a list of things that bother you when you work or study. Then tell one thing you can do to improve or help yourself.

If you were working on a job at a place of business what might be some things that would bother you (imagine yourself doing the job you want when you are an adult.)

LOOKING FOR A JOB

TO DO: An awareness of the world of work. The job you may want, why do you want it?

FOR THE TEACHER "We have discussed working in home and in school. When you were in Kindergarten, first, second, and third grade, you probably studied workers in the neighborhood or community. You may have talked about the jobs people in your house may have."

"Let's talk about you now!"

"You have thought about what you may want to be in a few years. You know that there are many, many kinds of jobs or careers of professions."

"What do you want to do when you finish school?"

(Let several of the children have a chance to tell what they want to do.)

"Why do you want to do this?"

"Why do you think you will be good at this job?"

(These last two questions should be given quite a lot of discussion as it will show attitudes and feelings. Maybe some children have not given much thought to this and they need to consider this.)

ACTIVITIES A panel discussion of four to eight children could be formed. The students could tell:

1. What job they want to have.
2. Why they want this job.
3. Why they think they will be able to do this.
4. What subjects they will need to study to help them get this job.
5. How much training they will need.
6. What kind of personality they need for this job.
7. Other items that they may want to tell the class.

(This panel may want to have the other members of the class ask them questions about their potential job.)

WORKSHEET

I. OCCUPATION

a. Job description ____

____

b. Nature of Work ____

____

c. Specific Duties ____

____

d. Reasons for Considering it ______________________________

____

II. WHAT IT OFFERS

a. Present Outlook ____

____

b. Future Outlook ____

____

c. Work Environment (Physical and Mental) __________________

____

d. Advantages of Job ______________________________________

____

e. Disadvantages of job ____________________________________

____

f. Importance to society ___________________________________

____

III. QUALIFICATIONS NEEDED

a. Age ____

b. Male or Female ____

c. Height and Weight ______________________________

d. Physical Requirements ______________________________

e. Education ______________________________

f. Other Training ______________________________

g. Type of Person -- Likes and Dislikes ______________________________

____

IV. WORKING CONDITIONS

a. Hours ______________________________

b. Days of the week ______________________________

c. Vacation ______________________________

d. Salary ______________________________

e. Advancement ______________________________

f. Hazards to the job ______________________________

V. READING YOU DID TO FILL OUT THIS FORM

____

____

____

____

____

VI. HOW DO YOU FEEL ABOUT THIS JOB? WHAT ARE SOME THINGS YOU WILL HAVE TO DO TO HELP TO HELP YOURSELF? ______________________________

____

____

____

____

____

EXPLORING THE WORLD OF WORK

Materials Needed

The materials for the Sixth Grade are the same as listed with the Fourth and Fifth grades. The children should make extensive use of the Science Research Associates Occupational Kit.

Jobs You May Want

The occupational classifications are established in the Fifth grade section. They should be reviewed or introduced with the Sixth grade.

Professional
Services
Clerical and Sales
Agriculture, Fishing, and Forestry
Skilled
Unskilled

The Worksheet should be used with these children.

Reasons Why People Work

This is included in the Fourth Grade section and needs to be continually reviewed.

School Work and Marks

An introduction can be found in the early sections of this book. In the later part of the sixth grade, the students should be reminded of their entrance into Junior High School and that marks will play an even more important role.

Remind the pupils:

"When you apply for a job many companies will call or write the schools for your marks."

"Do you suppose they will ask for your elementary, junior high, senior high, or college marks?"

Hopefully, the children will realize that each is important. More and more companies are asking for elementary grades.

Hobbies and Interests

This is introduced at the Fourth Grade level and should be reviewed at this level.

Leisure time is an area that can be introduced at this level. Background has been established at earlier levels. Ask the class:

"What do you do in your free or leisure time?"

They should respect other students use of their time. Realizing that it is all right at times to just sit or watch TV. All things have value. Leisure time in school in a thoughtful time.

TO DO: WORKSHEET

WORKSHEET

WJAT ARE HOBBIES?

WHAT ARE SOME OTHER THINGS THAT YOU ARE INTERESTED IN?

HOW DO YOU SPEND YOUR LEISURE TIME?

A study of the major industries and businesses in the area can be made by the students.

1. A large map of the school district can be drawn. The businesses and industries can be placed on the map.
2. A large mural can be drawn depicting the businesses and industries of the area.
3. Each child could be assigned a store and could write a report, invite the owner to speak at school, or make a poster or diagram of that place.
4. Role playing could be produced and a guessing game of "What store, or business, or industry, am I?", could be played.

The Sixth Grade needs a review of the study of their personality and that they need to take a "look at themselves and others," which is introduced in the Fifth Grade Section. The concept or idea that they are beginning to form because of their own characteristics.

WORKING WITH OTHERS

This has been introduced very briefly in other parts of this booklet. All teachers talk with children about how they should act and work with others in school. Since this is a familiar area it would be a good place to start.

"In school, what are some things you should think about when working with others.

List these on the board. There are no right or wrong answers to this.

"What are some things you have to think about at home when doing things with others in your family?"

These can be listed and discussed also.

This leads naturally into working on the job with other people.

"When working with others in your future job what will be some things you will expect others to do and what are some things they will expect of you?"

Some ideas that may be brought up are:

1. Punctuality - people will expect you to be on time and you will expect the same of them. With this area of social qualities (and with the other mentioned) this will hold true in all walks of life, home, shcool, friends, etc. A time clock may be used, a check off listing, or numerous other ways to prove a person is late or on time.

   "How do you suppose other people feel when you are late?"

2. Respect of other people's property -- this can be discussed in great detail.

   "How do you feel about others . . .? How do they feel about you . . .?

   The 'grey area' of borrowing a bike to ride, etc., can be discussed.

   Stealing is something they all know is wrong and yet many will say they didn't think about it. Perhaps they will recognize this.

   "I didn't mean to take it. I was only borrowing it."

   A good discussion should follow this (borrowing and lending.)

   "What is the difference between private property and public property?"

3. Friendliness

   "Do you feel better when other people are friendly?"

   "Do you feel better when you are friendly?"

   "How do you feel when someone is grouchy or in a bad humor?"

4. Temper

   "How do you feel when people get mad for no apparent reason?

   "Do people get mad sometimes and maybe have a reason?"

   "Do you get this way at times?"

   Other areas that might be suggested are:

5. Tolerance
6. Interest in others and what they say
7. Curiosity
8. Keeping promises
9. Neatness
10. Feeling of Importance - Success and Defeat
11. Courtesy
12. Eating Habits

These are some of the ideas to help people to get along with others. Each of these can be discussed.

ACTIVITIES: Role playing can play a large part in developing each of these concepts.

Posters can be made. Pictures, murals, diagrams, and numrous other artistic creative displays can be worked out.

Writing reports, poems, and plays are creative language arts learnings.

Panel discussions would be excellent ways for communication. The sixth grade can review "How to Act at Programs or Public Places." Here again is an area where they will be continuing to find they will be invited. Although this is talked about many times at home or at school, very little time is really spent in having the pupils view their reasons and opinions. It is part of the learning process and needs to be thought about.

WORKSHEET

WHEN WORKING WITH OTHER PEOPLE THESE ARE SOME THINGS I NEED TO THINK ABOUT TO MAKE WORKING MORE PLEASANT.

IF I WAS AT A PLAY IN A LARGE PLACE SUCH AS COBO HALL, I WOULD EXPECT OTHER PEOPLE TO . . . . .

1. You should do things as correctly as you can!

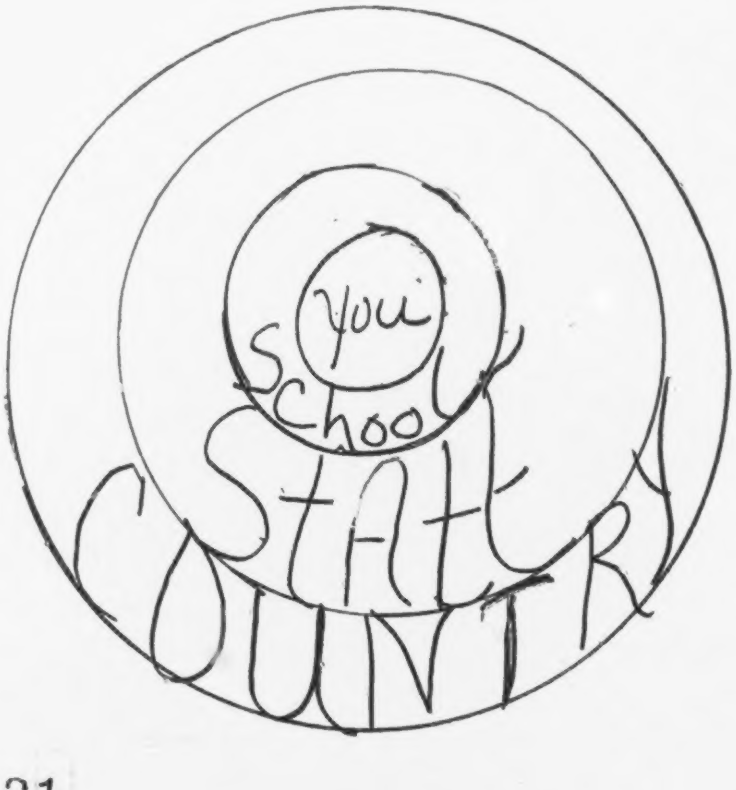
All people make mistakes, but they do not do it on purpose. You should try to always do things as best as you can and be sure it is as right as possible. Get help if you need it.

EXAMPLE: If you are working on a problem in math you don't say, "I guess this is where the steering wheel goes."

2. When you are studying, look over the whole lesson first and then see where that particular thing you are doing fits into the whole picture.

EXAMPLE: In science when you are studying the particular parts of a flower, you see what the petal has to do with the whole flower.

EXAMPLE: At your work you must think about how your particular job that you are doing at that minute fits into your whole job and how it fits into the entire company you work for. You as one person do not seem so important but when you think of how you fit into the class, and into the whole school, and into the state, and into the country, and . . . . . etc., etc..



The Study of Jobs

The Fourth and Fifth grade sections should be reviewed (or introduced if this this the first year this material is used.)

Many role models should be invited to speak with the class.

ACTIVITY A Career Day can be planned for this grade level. Many children, parents, the school, and the community should be involved. The teacher will find that the resources available in Detroit are great. All areas of curriculum should be employed and the benefits for the children are infinite. Urging parent participation will prove advantageous to all but best of all to the parents. The children should make an evaluation of the Career Day.

TO DO: WORKSHEET

The worksheet accompanying this section should be discussed item by item previous to actual study of the jobs. Some of these ideas are new for the boys and girls. An example of this is Part II, Importance to Society. This seems time consuming but will prove of value.

A discussion of why some jobs will change because of new inventions, wars, and automation is an important concept to develop.

TO DO: WORKSHEET

WORKSHEET

1. LIST SOME OF THE REASONS WHY JOBS MAY CHANGE IN THE FUTURE.

2. NAME AN OCCUPATION OR JOB THAT WE DO NOT HAVE NOW.

3. WHAT JOBS ARE GOING TO REALLY BE NEEDED IN THE FUTURE?

GOING TO GET A JOB

"We have talked about the many ways we might look for a job. What are some of the other things we should think about in looking for a job?"

Buzz Session. Divide the class into groups and have them choose a recorder to list the many ideas they will mention. When they return to the large group, let them read what they have talked about and allow time for some discussion.

How to Get There. (This may seem like a very simple idea, but it is a basic need that must be considered. Some pupils have left their neighborhoods only occasionally and the idea of going on their own is a defeating thought.)

Have them think about using a map of the city and how to read the map. Street names and numbers, north, south, east and west directions, bus or car transportation, etc., should be talked over. Planning ahead and decision making are attitudes to further.

Social Studies Activity. Each child could be given an outline may of Detroit. Some of the large places of business could be located and shown on the maps.

Examples:
- General Motors Building
- National Bank of Detroit
- J. L. Hudson's
- Chrysler Corporation
- Federal's
- Detroit Edison Company
- Michigan Bell Telephone Ccmpany

Take them on a field trip to one of these places. Have them plan the trip.

DISCUSSION

What will you say?

"You are now ready to apply for a job. When you get there, you are looking fine, you smile, and you walk in. How will you approach the secretary? What will you say? What will you do?

The children can role play this with many varied approaches.

Some ideas that could be presented would be:

1. Smile and introduce yourself
2. State why you are there
3. Don't talk too much
4. Speak slowly, clearly, and loud enough
5. Be sure you are not chewing gum or candy
6. Firm handshake if interviewer offers his
7. Stand until asked to sit
8. Answer questions honestly
9. Sit quietly and wait
10. Act enthusiastically

Your Appearance

"You have now looked for a job, decided why you want a particular type of job and decided how to get there. What other things should you think about before going to apply for the job?"

One of the children will mention clothing and how to dress. The teacher can develop this with the entire area of personal appearance because jobs can be won and lost on appearance.

Some items to discuss would be:

1. Be sure you are clean, self, nails, clothing, teeth.
2. Think about your posture - head up, shoulders back, your back should be straight.
3. Think about how you walk - walk as if you feel happy, not dragging your feet.
4. Think about your clothing - clean, neat, pressed, buttens on, zippers zipped, color, harmony.
5. Look at your hair style - combed, clean, not in eyes.
6. Think about the expression on your face - cheerful, alert. When you meet someone for the first time, you judge them by their entire appearance. Certainly an employer will do so, also.

ACTIVITIES Have the children role play each of these items of appearance showing the right and wrong way. Discussion of current fads will be of importance.

Draw posters of these.

THE ORAL AND WRITTEN INTERVIEW

DISCUSSION

There are usually two types of interviews, the oral interview and the written. The written form is usually an employers application form.

Have the children tell what might be included on such a form.

Never do the form used in early elementary pages of this book for a beginning.

Further examples:

Name
Date
Age
Address
Telephone Number
Social Security Number
Education: Subjects
Interests

Military Service
Schools Attended
Marital Status
Previous Work
References
Physical Background

ACTIVITY

Each of the areas mentioned should be talked over. Have the children make up a simple application form, and let each of them pretend they are applying for a job they want. They should fill out this application form.

The teacher can ask the boys and girls to discuss some of the questions that might be asked at the oral interview.

After some discussion have the children role play this out. Some of the development of each part of the written application form.

(Many items have been left out of these forms for the elementary school child. However, they may think of many other things that might be on an application form.) Encourage the children to bring application forms from home.

ACTIVITY: The teacher could write some companies for forms or have the children write for them.

Some Activities for Teaching Occupations

A. Field Trips

These not only include visits to specific places but likewise involve such activities as walks through the community or through the Mall. In each case the theme is one of observing what people are doing. In this way, realistic discussion on various jobs can be facilitated and more effective follow-up activities (such as role-playing) can be employed.

B. Job Analysis

1) Tape reports - a group of children or an individual child can be assigned a specific job or area and after proper instruction in the use of a tape recorder, a tape interview can be obtained. This can be permanently filled in the class's occupational library.

2) Written Reports - Similar to above except that this method may best lend itself to a group presentation.

In both of these activities much flexibility is possible - for instance, rather than assign a specific job you could assign a specific geographic area in the community and let the children report on all jobs that they have found.

C. Audio - Visual

1) Filmstrips, slides, hobbies, these can be used sparingly and with a definite purpose.

2) Picture stories on Scrap-books or cameras can be used by various children doing a report.

3) Commerical literature - these materials can be kept as part of a general library of occupational information.

D. Other Activities

1) Debates - Various controversial topics in careers can be debated by members of the class (the class could then be set up as a jury to judge who did the best job.) Suggestions: Is college really necessary? What's more important earning a lot of money or doing what you like best?

2) Bulletin Boards - these could be put up by various committees

3) Career Day - A general program in the gym with various speakers available at one time.

4) Speakers - Here quality should be stressed or the students soon lose interest.

ANY UNIT CAN INCLUDE OCCUPATIONAL INFORMATION

I. NEIGHBORHOOD BUSINESSES

A. LARGE SUPERMARKETS

1. People's	263 Auburn		338-1518
2. Food Fair	12300 Mark Twain	(Det.)	933-4606

B. PRIVATE BUSINESSES

1. Frank's Cleaners	225 Auburn	334-3431
2. Wyman-Lewis Realty	389 Whittemore	338-0325
3. Roseland Roller Rink	980 University Dr.	334-9519
4. Pearce Floral	559 Orchard Lake	332-0127
5. Nye Diary	585 Oakland Avenue	333-7979
6. General Printing	17 W. Lawrence	335-7261
7. Graphic Specialties Co.	3432 W. Huron	334-0907
8. McDonald's	810 N. Perry	334-4989
9. Pontiac Freezer Foods	526 N. Perry	332-1100
10. Poole Lumber and Hardware	151 Oakland	334-1594
11. Ted's	2515 Woodward	MI4-7764

C. RECREATION FACILITIES

1. Boys Club of Pontiac	530 E. Pike	334-0551
2. YMCA	131 University Drive	335-6116

D. SCHOOLS

1. Pontiac Northern	1051 Arlene	338-4505
2. Pontiac Central	250 Huron	334-3547

E. GAS STATION

1. Hatcher and Brown Gulf	350 S. Saginaw	338-7383

F. CHURCHES

1. Newman AME Church	233 Bagley	332-2800
2. St. Jms. Miss. Bapt.	337 Bagley	335-1590

II. PEOPLE WHO WORK WITH ANIMALS		
A. PET SHOP OWNERS		
1. Topp's Dept. Store	Miracle Mile Shopping Center	
B. VETERINARIAN		
1. Pontiac Veternary Hospital	817 Woodward	332--287
C. ANIMAL TRAINER		
1. Leader Dog School	1039 Rochester Rd.	651-9011
D. ZOO WORKER		
1. Detroit Zoological Park	8450 W. 10 Mile	541-0223
E. DOG CATCHER		
1. Dog Warden	110 E. Pike	332-0171
F. HUMANE SOCIETY STAFF		
1. Michigan Animal Rescue	790 Featherstone	335-9290
III. TRANSPORTATION OCCUPATIONS		
A. RAILROAD MEN		
1. Grand Trunk Western	Pontiac	332-3319
B. AIRLINE SERVICES		
1. Metropolitan Airport	American Airline	965-1000
2. Pontiac Municipal Airport	Airport Rd. & M. 59	
C. TRUCK DRIVERS		
1. Mid-American Trucking	21 Osmun	334-1571
D. TAXI DRIVERS		
1. Yellow Cab Company	211 S. Saginaw	335-6161
2. Oakland Cab Company	65 Wesbrook	332-0205

X. Role Models

1.	Inch Memorials	864 N. Perry	335-3981
2.	Mary Lee Custom Draperies	1939 S. Telegraph	332-5224
3.	Molls Inc.	1665 S. Telegraph	334-0516
4.	Greenfield Village	Oakwood Blvd.	271-1620

IX. PEOPLE WHO WORK WITH THEIR HANDS

A. CONSTRUCTION WORKERS

1.	Concrets Step Co.	6497 Highland	673-7715

B. ENGINEERS	General Motors Proving Grounds
C. Plumbers	
D. ELECTRICIANS	General Motors Proving Grounds

E. FACTORYS

1.	Pontiac Motors		332-8111
2.	G M Truck & Coach		335-4111
3.	Economy Welding & Fabr.		334-2551
4.	Coca Cola Bottling Co.	Pont.	335-8101
5.	Fisher Body-Division of G M	1130 Wide Track Dr. W.	332-8361
6.	Sno-Bol	25 W. Walton	332-0169
7.	Grinnell Piano Factory	Cogshell Rd. Holly	ME7-7511

WORK HABITS

PURPOSE

To develop better work habits in school, at home, and at work. This material has been suggested for fifth grade, but may be taught at fourth and sixth grade levels.

TO THE TEACHER

"Why do you study"?

To open discussion, "You may feel you are a good student now, but all of you can be better students. What are some of the reasons why you should become a better student?"

The children may suggest these ideas and others:

1. To make better grades
2. A feeling of personal satisfaction
3. You get along better with teachers, parents and students.
4. To finish studying and have more time to play or do other things
5. So you can succeed better and go to college or get a better job
6. If you learn to study the right way it is easier
7. So you can join clubs and do other things in school you like

"Is studying or working an easy thing to do?"

Have the children bring out the idea that it probably is not easy for most students. It can be easier if you know how.

Examples: To show that all tasks are not easy or fun might be...

A baseball pitcher - needs to continually practice to perfect his skills. He must learn to do many things that are not pitching.

A singer - needs to continually practice to be better. He must practice breathing and scales which he may find boring.

A salesman - needs to continually try to sell more. He has a lot of paper work to do and may become bored.

TO THE TEACHER

Tell the children that:

1. You are to choose three jobs that you would like to study. Be sure that they are jobs you want to find out about.

2. Use any and all information available. Ask for other materials if you cannot locate help. Other pupils in the room can help.

3. As you read, write down ideas that are important.

The teacher could list on the board the Major Occupational Field or have them mimeographed for each child to have.

Medical
Engineering
Chemistry
Skilled Worker, Industry
Teaching
Religion
Legal (Law)
Library

Agricultural
Forestry
Home Economics
Personal Services
Social Welfare
Journalism and Writing
Business
Art

Each of these should be discussed and many examples of the jobs each occupation mentioned.

Worksheet to accompany this lesson for fourth grade. Each child will need at least three of them. They will need to be discussed prior to working on them.

E. OTHERS

1. Mathew-Hargraves	631 Oakland	335-4161

IV. RECREATION WORKERS WHO HELP YOU PLAY

A. RECREATION DIRECTOR

1. Parks & Recreation	2806 Watkins Road	338-6190

B. PHYSICAL EDUCATION TEACHERS

1. Mr. Ernest Russell	Pontiac Board of Ed.	338-9151

C. MAINTAINANCE

1. Mr. Oliver Mathes	Pontiac Board of Ed.	338-9151

D. FOOD SERVICE	350 Widetrack Drive	338-9151

V. HEALTH OCCUPATIONS

A. DOCTORS

1. Dr. Riggs	149 Franklin Blvd.	334-9542
2. Dr. Grayson	156 Palmer	334-3544
3. Dr. Jenkins	161 State Street	333-7891

D. NURSE

1. Mrs. Riggs (R.N.)

C. DENTISTS

1. Dr. Ferguson	10 E. Pike	338-0911
2. Dr. Turpin	160 Plamer	334-4669

D. MEDICAL TECHNICIANS

1. Pontiac General Hospital	Seminole at W. Huron	338-4711
2. St. Joseph Hospital	900 Woodward Avenue	338-9111

VI. PEOPLE WITH SPECIAL TALENTS- -

A. ACTORS AND ACTRESSES (CLOWNS ETC.)

1. Meadow Brook Theater	Oakland University	338-7211

B. COMMERCIAL ARTIST

1. Cranbrook Academy of Art	500 Long Pine Rd.	644-1600

VII. COMMUNITY HELPERS

A. MAILMAN

1. Post Office	735 W. Huron	338-4511

B. FIREMAN

1. Fire Dept.	Pike Street	333-7003

C. POLICEMAN

1. Police Dept.		332-0171

D. SANITATION WORKERS

1. Sewage Treatment	20 W. Opdyke	335-8253

E. LIBRARY

1. Pontiac Main Library	60 E. Pike	334-9921

F. WATER WORKS	522 S. Opdyke	333-7131

E. Library

Pontiac Main Library	60 E. Pike	334-9921

F. Water Works	522 S. Opdyke	333-7131

III.PEOPLE WHO WORK WITH PEOPLE

A. LAWYERS		
1. Hatchett, Brown & Watterman	485 Orchard Lake	334-1587
B. BARBERS		
1. Curtis House of Barbers	467 S. Saginaw	338-7874
2. Imperial Beauty Salon	158 Auburn	334-2878
C. BANKERS		
1. Community National Bank	30 W. Saginaw	334-6697
2. First Federal Savings and Loan	761 W. Huron	333-7071
D. SALESMAN-MODELS		
1. Montgomery Ward	Pontiac Mall	688-4940
2. J.C. Penny Company	2185 S. Telegraph	338-4515
E. SECRETARIES		
1. Mrs. Fortier	Board of Education	338-9151
2. Pontiac Business Inst.	18 W. Lawrence	333-7028
F. HOTEL		
1. Waldron Hotel	26 E. Pike	332-9132
2. Holiday Inn of Bloomfield	1801 S. Telegraph	332-8151
G. COMMUNICATION		
1. Michigan Bell	54 E. Huron	332-9911

ADDENDUM 6

h. Janie Payne
Central Elementary

I. OCCUPATIONS

A. Objectives

1. To expose children to experiences which make them aware of the many kinds of work people do.
2. To expose children to experiences which help them to think more critically and creatively about career choices which may be open to them.
3. To expose children to experiences which help them to see work as a positive, creative part of life for all people.
4. To expose children to kinds of occupations which require working with your hands as well as with your minds thus insuring success experiences for all.

B. Introduction of the Unit

FIRST WEEK
First Day

1. Give a preview of the unit which will include:
   a. New vocabulary on occupational terms.
   b. A field trip to the vocational center.
   c. Role model coming in to talk about different occupations.
   d. Explain the availability of books in the library on occupations.
   e. Explain the availability of filmstrips and pamphlets on occupations and how they will be used.

2. Allow students to look at and manipulate materials in the world of work display.

Second Day

3. Present a part of the vocabulary on occupational terms.
   a. What is a profession?
   b. What is a technician?
   c. What is a skilled worker?
   d. What is a service Occupation?

4. Read aloud the book Johnny Goes to the Hospital by Sever, Josephine Abbott.
   a. After reading the book discuss the different kinds of occupations mentioned in the story and relate them to the occupational terms in #3.

Third Day

5. Present the first group of Professional and related occupations, health service occupations, on large cardboard. Group the occupations according to profession, technician, skilled worker or service occupation.

6. Read book aloud, I Want to Be a Doctor, childrens.

Fourth Day 7. Present a general preview of the kinds of work, training and other qualifications for health service occupations.

8. Read book aloud, I Want to Be a Nurse, childrens.

9. Filmstrip

Fifth Day 10. Briefly present a list of other professions.
  a. Business administration and related professions (1) Accountants
  b. Clergy
  c. Conservation Occupations
  d. Counseling
  e. Engineering
  f. Natural Sciences
    (1) Oceanographers-environmental
    (2) Astronomers-Physical sciences
  g. Performing arts
  h. Interior designers and decorators
  i. Teaching
  j. Lawyers
  k. Writing occupations
  l. Models
  m. Psychologist
  n. Social workers
  o. Librarian

SECOND WEEK
First Day 11. Filmstrip -- "What Do Mothers Do?"

12. Manual occupations
  a. Present a list of manual occupations on cardboard: Clerical and related occupations
    Service occupations
    Other manual occupations

13. Present a general preview of the nature of the work and the qualifications of clerical workers.

Second Day 14. Service occupations

15. Present a general preview of the nature of the work and the qualifications of Service workers.

16. Role Model-Barber

Third Day 17. Other manual occupations
  a. Present a list of occupations on cardboard: Building trade, Driving occupations, Machanic occupations, and Printing occupations.

18. Filmstrip -- "The Electrical Workers"

Fourth Day 19. Present a general preview of the nature of the work and the qualifications of:
- Building workers
- Machanic workers
- Printing workers
- Driving workers

20. Filmstrip -- "What Do Fathers Do"

Fifth Day 21. Filmstrip -- "Helping Hands

22. Ask students to write a paragraph about "What I Want To Be"

II. OCCUPATIONAL EXPLAINATION

A. Service Occupations

1. Nature of Work -- Workers in service occupations provide services to the American people. The service workers employed include a wide range of diverse occupations such as babysitters, policemen, firemen, cleaning women, golf caddies, theater ushers, barbers, and laundresses.

2. Training and Qualifications -- Training and skill requirements differ greatly among the various service occupations. Requirements range all the way from not finishing high school to completing a college degree.

B. Physicians

1. Physicians diagnose diseases and treat people who are ill or in poor health. In addition, they are concerned with preventive medicine and with the rehabilitation oi people who are injured or ill.

   Physicians generally examine and treat patients in their own offices and in hospitals, but they also visit patients at home when necessary. Some shysicians combine the practice of medicine with research or teaching in medical schools. Others hold full time research or teaching positions or perform administrative work in hospitals, professional associations, and other organizations. A few are primarily engaged in writing and editing medical books and magazines.

2. Training and Qualifications -- High school education. Most medical schools require applicants to have completed at least three years of college education for admission to their regular programs, and some require four years. Physicians spend from two to four years in medical school. Those who plan to be general practitioners often spend an additional year or two as interns or residents in a hospital.

To become recognized as speacialists, physicians must pass specialty board examinations. To qualify for these examinations, they must spend from two to four years — depending on the specialty — in advanced hospital training as residents, followed by two years or more of practice in the specialty.

Qualifications are - A strong desire to become a physician, above average intelligence, an interest in science, passes good judgement, be able to make decisions in emergencies and be emotionally stable.

C. Skilled and other Manual Occupations — (Semi-skilled and Unskilled)

1. Nature of Work — They work in hundreds of different occupations, including sewing, machine operators and construction laborer. Workers that fall in this catagory are called blue-collar workers.

2. Training and Qualifications — Most skilled workers get their training through a formal training program or through apprenticeship. The training period ranges from two to six years.

   Most Semi-skilled jobs can be learned in a day and mastered in a week.

   Most Unskilled work requires no special training. Jobs involve loading or unloading, hauling, wrapping, mixing, etc.

D. Engineering

1. Nature of Work — Develop complex electric power, water supply and waste disposal systems to meet the problems of urban. Design industrial machinery and equipment needed to manufacture goods on a mass production basis, and heating, air conditioning, and ventilation equipment for the comfort of man. Develop equipment to probe the mysteries of outer space and the depths of the ocean. Design and supervise the construction of highways and rapid transit systems. Develop and design consumers products such as automobiles and refrigerators.

2. Training and Qualifications — A bachelor's degree in engineering is the generally accepted educational requirements or entrance into engineering positions.

3. Place of Employment — More than half of all engineers work in manufacturing industries. Others work for the Federal, State and Local Government, and in educational institutions.

   Engineering is the second largest professional occupation.

4. Courses — Physics, one of the natural sciences or mathematics.

E. Conservation Occupation

1. Nature of Work -- Foresters manage, develop and protect the forest lands, and their resources -- timber, water, wildlife, forage, and recreation areas. They estimate the amount and values of the resources. They plan and supervise the harvesting and cutting of trees, purchase and sale of trees and timber. Safeguard forests from fires, distructive animals and insects, and diseases. Protect wildlife. Manage camps, parks and grazing land.

2. Training and Qualifications -- A bachelor's degree with a major forestry is the minimum educational requirement.

3. Courses -- Silviculture (Methods of growing and improving forest crops). Forest protection. Forest management. Forest economics. Forest Ulitazation.

F. Dental Assistant

1. Nature of Work -- The dental assistant helps the dentist as they examine and treat patients. They prepare patients for treatment and obtain their dental record. Hands the proper instruments to the dentist as he works. Keeps the patient's mouth clear. Makes casts of the mouth and teath for impressions taken by the dentist. Manage the offece. Take telephone calls, arrange appointments, receive patients, keep treatment records, send statements and receive payment and order dental supplies and materials.

2. Training and Qualifications -- Even though many dental assistants learn their skills on the job an increasing number of them enter the occupation through formal past high school dental assisting programs. The programs are usually one to two years.

3. Beginning -- Salories range from 70.00 to 125.00 per week depending upon the amount of education.

G. Dental Hygienist

1. Nature of Work -- They work under the supervision of a dentist. Some specific tasks are cleaning teeth, polishing teeth, massaging gums and chart condition of decay and disease for diagnosis by the dentist. Take and develop X-rays. Mix filling compound. Apply solutions to the teeth for the control of dental decay. Administer prescribed medications. Sterilize instruments. Act as chairside assistants to the dentist. Provide dental health education, including the techniques of mouth care and proper diet. Work in systems, promote dental health by examining children's teeth, assisting dentist in determining the dental treatment needed, and

reporting their findings to the parents. Give instructions on correct care and brushing of teeth. Help to develop classroom projects or assembly programs on oral health. Work on dental help projects, assist in research projects and teach in school hygiene.

H. Dentist

1. Nature of Work -- Dentist takes care of the teeth. They perform such tasks as cleaning, filling, straightening, extracting, and replacing teeth. They X-ray the mouth and treat gum diseases. They also perform operations in the mouth and jaws.

I. Clerical and Related Occuaptions

1. Nature of Work -- Clerical workers duties include keeping records and other paper work in offices, communication, attending to the shipping and receiving of merchandise, cashier, or do related work.

2. Training and Qualifications -- The required training for clerical work ranges all the way from a high school diploma to a four year college degree.

J. Registered Nurse

1. Nature of Work -- Administer medication and treatment, observe, evaluate, and record symptoms, reactions, and progress of patients. Assist in the education and rehabilitation of patients. Help maintain a physical and emotional environment that promotes patients recovery. Instruct auxiliary personnel or students.

2. Areas of Work -- Hospital nurses, office nurses, Public health nurses, nurse educators, and Occupational health or industrial nurse.

3. Training and Qualifications -- There are three types of programs ranging from two years to five years of training. A license is required to practice professional nursing in all states and in the District of Columbia.

K. Osteopathic Physicians

1. They diagnose, prescribe remedies, and treat diseases of the human body, pay particular attention to impairments in the muscular skeletal system. They emphasize manual manipulative therapy, but in most states, they also use surgery, drugs, and all other accepted methods of medical care. Most osteopathic physicians are "family doctors" who engage in general practice.

Usually see patients in their office, make house calls, treat patients in osteopathic and some city and county hospitals. Some are engages in research, teaching or writing and editing scientific books and journals.

ADDENDUM 6

i. by Kaye Jeter
Washington Jr.

EXPLORATION OF VOCATIONS IN JUNIOR HIGH SCHOOL

(A Continuation of
an Elementary Career Development Program
in
Pontiac)

Submitted by:

KAYE JETER
WASHINGTON JUNIOR HIGH SCHOOL

EXPLORATION OF VOCATIONS IN JUNIOR HIGH SCHOOLS

A Continuation of an Elementary Career Development Program in Pontiac

- I. Elementary Program
  - A. Background
  - B. Organization
  - C. Evaluation

- II. Junior High Program
  - A. Rational
  - B. Units - Proposed
    - 1. 7th Grade - Action
    - 2. 8th Grade - Analysis
    - 3. 9th Grade - Awareness
  - C. Implementation

- III. Suggested Activities
  - A. Sample Lessons
  - B. Bulletin Boards

- IV. Bibliography
  - A. Annotated
  - B. Paper

Elementary School Program

Currently through federal funding, elementary children in Pontiac are being introduced to the world of work. The two general objectives of the three year project are to increase student awareness of occupations and to improve the in occupational self-concepts.

The framework of the project is based on the theories of Super and the works of Tiedman and O'Hara. It includes the importance of one's perceptions of the future as stated by Vernon. The program also has taken into consideration that self-over-estimation is just as common as self- under-estimation.

The objectives of the program specifically stated are these:

1. To broaden the perceptual field of innercity youth regarding occupations and opportunities.
2. To help overcome the lack of planning for the future evident in so many innercity youth. To aid youth to make realistic plans for their future. This cannot be done overnight. So many youths are so filled with anxiety about immediate necessities--of satisfying their needs right now--that they need help with this first. Furthermore, innercity youth should not be told about "pie in the sky," but rather the truth about opportunities. Then they can be helped to make plans to prepare for their future.

3. To provide better role models. It is not enough to tell youth there are better opportunities awaiting them. It is not enough to show them pictures or provide them with brochures and descriptions. They have to be able, as President Johnson has said in a different context, "To press the flesh." Role models must be found who will provide youth with a better focus for self-evaluation and comparison. O'Hara has stated and shown that "Role models early begin to exert their influence on vocational choices."

Nine persons have been assigned to the elementary schools as the core of the career development team. They serve as consultants to classroom teachers and counselors to the pupils.

A parent advisory group meets once a month. It includes one representative from each of the schools involved. It serves to generate interest in the program and also make suggestions for improvement of the program and assist with various projects.

Some of the activities already tried are:

1. A monthly newsletter which describes the activities of the various schools
2. Assemblies of various natures
3. Role models have been invited to come to the classes and give talks
4. Special girl and boys clubs have been set up as after school activities

5. Field trips to

   A. Pontiac Police Station
   B. Veterinary Clinic
   C. Airports
   D. Ford Motor Company
   E. Dossin Great Lakes Museum
   F. Cobo Hall
   G. Harambee House
   H. Sewage Treatment Plant
   I. People's Food Store
   J. Concrete Step Company
   K. Rochester Packing Plant

6. A Community Career Fair consisting of exhibits from various educational, business, and manufacturing institutions in Oakland County

Counselors asked students at the beginning of the school year to list all the occupations known to them. At the end of the year, the students will be asked again to list occupations. It is expected that the list will increase at the end of the year.

Students were also asked to select occupations that they would like to have and then select occupations they think they will really have as adults. One of the desired effects of the program is to raise the aspirational levels of many of the students.

Material furnished by:

ROBERT ROCHOW, Director
Pontiac Career Development Program

JUNIOR HIGH PROGRAM

Junior High Program

With such a program for the elementary schools existing, it is necessary that a comparable one be started on the junior high level. Thus, the original purposes of the program will be carried out. The overall objectives of the Career Development Program are fine for this area, but these objectives must be put into the context of the early adolescent.

Gruhn and Douglass have provided us with a list of functions of the junior high school:

1. Integration
2. Exploration
3. Guidance
4. Differentiation
5. Socialization
6. Articulation

The function that describes in detail very appropriate objectives for our program is "Exploration." As stated by the authors, this function is:

> To lead pupils to discover and explore their abilities as a basis for decisions regarding educational opportunities.
>
> To lead pupils to discover and explore their interests, aptitudes, and abilities as a basis for present and future vocational decisions.
>
> To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, avocational, and recreational interests.

Now that the functions of this institution have been given, we must turn to the most important aspect of the junior high school--the student. What is he like at this stage? What does he think about? For a general overview of most students at this stage Gesell, Ilg, and Ames offer us a picture at each level. We should keep these pictures in mind as we plan our program. The ages here discussed are the average ages of most junior high students.

Twelve years old--He is not an adult in miniature. But he does embody modes of thinking, of feeling, and of action which prefigure the mature mind. His new outlook and attitude signify a capacity to mature. In all social situations, Twelve shows a tendency to widen his awareness. He is less sure of his future career than he has been. He is more apt to restrict himself to one possibility or may combine two. He recognizes that what he would like to do now might not fit into his ability later, and he might not continue to want to do the same thing as he grows older. This recognition that there might be a change in choice shows flexibility and scope. The outstanding characteristic of Twelve is enthusiasm.

Thirteen years old--At home he may lapse into spells of silence, musing, and reverie. At school he responds with intense interest to the class assignments and discussions. He shows a great capacity to acquire knowledge through reading, listening, and looking. He has rational thought. He is able to think in terms of necessity, probability, and hypothetical conditions. He is becoming aware of reasoning powers as operations of the mind at his command. He is peculiarly in need of sympathetic understanding. Thirteen has thought a lot about his future career. He recollects the careers he has previously chosen and has now given up. They realize that they first need experience to find out what they would like to do. He wishes to feel independent as well as to be independent. He wants the freedom of decision.

Fourteen years old--Fourteen is alive; he abounds in energy, exuberance, and expansiveness. He is so optimistic about his own affairs and the world in general that he is sometimes swamped by his undertakings. He likes to reason. He is capable of independent thinking and can take an intellectual pleasure in discussion. The individualizing of instruction, guidance, and counseling is of importance at this stage of a youth career. His life is exciting, full, and active. He relates his interest in school life with those of the outside world. He is looking toward the more distant horizon of his career. He is peculiarly in need of understanding.

Before we state our program fully and the theory it is based, we should look at what is being done now in the junior high schools. Every junior high school has at least one counselor. Each school has some vocational material in their library. In some schools, a counselor is given a period for guidance. They use this time to dispense some vocational material but also other areas are discussed. The results of an actual survey of junior high schools concerning vocational information show that the following things are being done:

1. Visit to the area vocational school
2. Outside speakers
3. Field trips to business and industry
4. Individual students taking career files home to study
5. Films shown
6. Role models
7. Preparation of occupational material for each curriculum
8. High school visitation
9. Assemblies given by various industries

Not to be overlooked is the present structure of the junior high school. Many schools offer exploratory courses in the seventh and eighth grades. Failure in them is not penalized but is used for guidance purposes. The student is not required to repeat such courses if he is not successful; instead, he merely changes his direction and tries another field. The contract of these courses, such as, home economics, metal shop, art, typing, etc., is designed to introduce the student the students to the working world, to give him occupational information, to show him job outlets, to help him to find his strengths and weaknesses, and do something about them, and to develop in him the skills of human relationships that are necessary for vocational success. Both boys and girls are given these experiences.

The basis for this program is given to us by Super. It is from his developmental theory that the stage we are dealing with is described. Because of the range in ages in the junior high school we are really in two of his stages. The vocational life stages as given are:

1. Growth Stage (Birth - 14)

   Self-concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are:

   Fantasy (4 - 10). Needs are dominant; role playing in fantasy is important.

   Interest (11 - 12). Likes are the major determinants of asperations and activities.

   Capacity (13 - 14). Abilities are given more weight, and job requirements (including training) are considered.

2. Exploration Stage (15 - 24)

   Self- examination, role tryouts, and occupational exploration take place in school, leisure activities and part-time work. Substages of the explorations stage are:

Tentative (15 - 17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

Taking into consideration this theory and the other concerns already mentioned we must now develop our program. This program is only a framework. It is the foundation on which each school or district can individualize to meet the needs of their students. It is a guideline for each grade level. The "Exploration Program" is divided into three stages--Awareness, Analysis, and Action. These areas are taken from Counseling Girls and Women, from Department of Labor, Washington, D. C.

AWARENESS - Grade 7 or Level I (meaning having or showing realization, perception, or knowledge).

This awareness is of both the counselor and the student. It involves awareness of abilities, of personal desires, and preferences, of the realities of the working world, of the necessity for action.

OBJECTIVES -

1. Students will be able to list at least fifty per cent more occupations at the end than listed at the beginning.
2. Student will be able to locate at least five sources of occupational information.

3. Students will be able to discuss at least five reasons for drop-outs.
4. Students will have interviewed at least ten different role models.
5. Student will be able to design at least one vocational bulletin board.
6. Student will be able to list at least five occupations for each of the nine job classifications.
7. Student will be able to list at least ten jobs of interest to him.
8. Student will be able to answer all questions given on each of at least six films shown on occupational information.
9. Student will be able to list at least six jobs that will be available in the next ten years.

ACTIVITIES - Suggested

1. Survey of the students needs
2. General information on world of work
3. Field trips
4. Group discussions on making educational and vocational plans
5. Interview role models
6. Conduct employment activities
7. Study drop-outs
8. Provide occupational outlook material

ANALYSIS - Grade 8 - Level II (meaning the separation of a whole into its component parts).

We shall now assume that the student has received much information. He should now be ready to analyze the alternatives available. It is not a time to shut any doors. Student is ready for individual exploration in various areas. All possibilities should be checked. This is also a time for the individual to develop ways of looking at himself. He will try to analyze, what does all of this information mean to me? Where do I go from here to get more information?

OBJECTIVES -

1. Student will collect at least twelve current articles on the world of work to keep the vocational bulletin board up to date.
2. Student will write an autobiography to show his life experiences.
3. Student will participate in a class interest poll and make at least five general statements.
4. Student will see at least five films on personality. He will list at least three ways each film pertains to him.
5. Student will receive current information on drop-outs and participate in a classroom discussion on the problem.

6. Student will be able to give at least six sources to find information on careers.
7. Student will have at least one session on an individual basis to discuss his vocational concerns.
8. Student will interview at least three adults in specific areas of his interest.
9. Student will write to at least two organizations for specific occupational information.
10. Student will be able to list at least four post-high school training possibilities.
11. Student will list at least six other jobs in the area of his choice.

ACTIVITIES - Suggested

1. Collection of newspaper articles on world of work
2. Extra-curricular personal groups.
3. Write an autobiography
4. Conduct class interest poll
5. Group discussions on personality
6. Films, filmstrips, on personality
7. Role models visits
8. Discussions of job failures
9. Post study of high school training
10. Writing and receiving occupational information
11. Study of school drop-outs
12. Detailed study of how to find information

13. Individual meeting with adult to reflect vocational concerns
14. Interview
15. Teach job clusters

ACTION - Level 3 - Grade 9

The student has received much information with only a moderate amount of focusing on him. Here at this level Super is very specific. The ninth grade is still too early to make the child say, "I want to be a draftsman and nothing else." It is a time for him to hop off his rear and get out into the world of work to ascertain what alternatives are available for him. The important thing is that there is movement and action toward the choosing of a permanent goal.

OBJECTIVES -

1. Student will spend at least one full day with a person on a particular job.
2. Student will be able to list at least five future job trend patterns.
3. Student will work on at least three S. R. A. job kits.
4. Student will complete five different job applications.
5. Student will make a budget given hypothetical information.
6. Student will make a real budget for his own finance for one week and follow it.

7. Student will complete a chart showing information on at least two training schools and two colleges.
8. Student will visit the area vocational center.
9. Student will list for himself the results of an individual session on his abilities as shown by test scores.
10. Student will make at least 80 per cent on test concerning Social Security and Wage Laws.
11. Student will obtain a Social Security Card.
12. Student will answer a classified ad.
13. Student will participate in Career Day or Fair.
14. Student will visit at least one area training center.
15. Student will try to secure a job at the school placement office.
16. Student will role play in at least one job interview.

ACTIVITIES - Suggested

1. Mini-visits to on-the-job task
2. Easy access to all future job outlook information
3. Use of job kits
4. Filling out applications
5. Budget planning
6. Charting information on college and technical schools
7. Visit Vocational Center (area)

8. Review personal test data individually
9. Learn Social Security and Wage Laws
10. Obtain Social Security Card and a job permit
11. Answer classified ads
12. Give credit and consumer information
13. Participate in a Career Day or Fair.
14. Visits to area training facilities
15. Set up Employment Agency for all in school and out of school jobs.
16. Role play job interviews

In order for this program to be successful several parts must work together. From the outside, we will need parent cooperation. They must be included in the general planning of the program. If possible, a working guidance committee should be formed. It should include parents, teachers, students, counselor, administrator. It should meet regularly, should help implement existing programs and constantly develop new ideas.

The biggest problem is how should the program be run. Ideally, there should be a staff member who coordinates vocational activities. He or she should serve as the school's resource person and keep up with current vocational trends. This is a full-time job. He should also be very active in the community-getting out of the office and meeting people to help provide action for the ninth grade program especially.

In the event that this isn't feasible, then the second choice is for the counselors to go out and get into the classrooms. What teacher wouldn't be happy to step aside and let one of those coffee-drinking-do-nothing people take over for a while. A unit could be done in a block of time or it could be done once each week at a specified hour; The counselor and the teacher could coordinate lessons, example, when the English teacher is teaching business letters the counselor could provide a list of addresses to write for career information. The key here is communication between the teacher and the counselor.

Each school must have up-to-date information. The annotated bibliography of this paper gives some suggestions for purchase of materials.

All of those involved in this program should remember to listen to the student. The person with a vocational problem is struggling to find out more definitely his own potentialities and to understand accurately the requirements of various types of work. The counselor must help him to gain insight into his feelings and needs and to learn about the world of work, and perhaps to seek necessary training.

SUGGESTED

ACTIVITIES

JOBS FOR TOMORROW

Objective - 1. Students will list at least four areas which are the most promising occupations to aim for.

Materials Needed - 1. Reprint from Time, February 15,1971, "Jobs for Tomorrow"

2. Reprint from "U. S. Manpower in the 1970's" - United Stages Department of Labor

Procedures - 1. Give students copy of reprint.

2. Have a discussion on the jobs that are mentioned and those that aren't.

3. Next day, quiz students on jobs that promise to be available.

STUDY OF AN OCCUPATION

Objectives - 1. Student will complete a folder with the information requested on the given worksheet.

Materials Needed - 1. Worksheet (see next page)
2. Paper and pens
3. Access to books and library materials on occupations

Procedures - 1. Give students the worksheet
2. Discuss each area
3. Allow at least four weeks for students to complete

Worksheet for: "Study of an Occupation"

OUTLINE FOR THE STUDY OF AN OCCUPATION

1. Title page. Title; name of student, class, teacher; date.

2. Table of contents.

3. HISTORY, development, and probable future trends of the occupation.

4. DUTIES of worker. Tasks performed by a person in this occupation. Outline of a typical day's work.

5. REQUIREMENTS of the worker for entering and succeeding in the occupation. Education and training necessary. Where secured. Entrance requirements of those schools. High school courses that are essential for that occupation. School courses that are recommended as desirable. School courses that are recommended as preparation for a college course that offers training for this occupation. Union organization and requirements. Licenses required. Examinations required. Civil Service requirements.

6. QUALIFICATIONS of the worker. Personal qualities desirable. Character traits, personality traits, physical qualifications necessary. Hobbies that are expecially relevent to this occupation.

7. ECONOMIC DEMAND. Number of workers in the occupation according to the United States Census report. Number of workers in Michigan. In Pontiac. Number of men workers in this occupation. Of women. Number of workers ten and twenty years ago. Is the occupation growing in importance? Is the field crowded? Is work seasonal? Is work in this field necessary in times of depression? In times of war? Is work geographically limited? Average salary: of men, of women, of beginning workers, of experienced workers.

8. CONDITIONS OF WORK. Hours. Health and accident hazards. Regularity of employment. Effect of this work on the lives of workers.

9. OPPORTUNITIES for placement. For experience. For apprenticeship. For advancement. Related occupations to which one might seek promotion. Opportunities for honorary, monetary or social rewards. Opportunities for profit sharing, bonuses, annuity or retirement provisions, unemployment insurance, sick benefits, vacations, discounts on goods purchased from the employer. Opportunities for home life, cultural growth, recreation, and participation in community affairs. What service useful to society does the worker perform?

10. ADVANTAGES of the occupation. What workers in this occupation like best about it.

11. DISADVANTAGES and special problems. What workers in this occupation least like about it.

12. Report of a BIOGRAPHY OF A SUCCESSFUL WORKER in this occupation. Abstracts of books and magazine articles written by modern Americans who faced conditions somewhat like those which modern youth will encounter. An occupational ladder.

13. Report of a PERSONAL INTERVIEW with a worker in this occupation.

14. Additional reports and information.

15. NEWSPAPER CLIPPINGS. Typed or pen-written excerpts from books and magazines. Pictures. Articles clipped from magazines and other sources.

16. PERSONAL CONCLUSION.

17. BIBLIOGRAPHY. References for future reading. Literature consulted in making this report.

PREPARATION OF THE BIBLIOGRAPHY

I. Arrange references alphabetically according to the last name of the author.

II. Each listing or reference should contain the following:
  1. The author
  2. The title
  3. The publisher and date

III. Below are some examples:

BAER, MAX F., and ROEBER, EDWARD C.
Occupational Information Its Nature and Use.
Chicago: Science Research Associates, Inc., 1951.

WRIGHTSTONE, J. WAYNE, and other.
"Testing and Evaluation."
N E A Journal, April 1958, pp. 221-234.

NOTE: These reports must be typewritten or written in ink (blue, black, or blue-black) on one side of the paper only. Use a cover page which tells about the occupation in some way. BE SURE that each report you hand in is ABSOLUTELY AND POSITIVELY YOUR OWN WORK and not begged, borrowed or stolen from someone else. You may place all your reports in one folder (manila, etc.) with your name on it.

SURVEY OF LOCAL JOBS AVAILABLE

Objective - 1. Students will know how to find the "Employment Wanted" advertisements.

2. Students will cut out at least nine ads and list particular qualities offered (e.g. job experience, advanced education, special training).

Materials Needed - A classroom set of the daily newspaper
Paste
Scissors

Procedures - 1. Show students how to find the classified section of the paper.

2. Have students cut out nine ads.
3. Paste the classified ads on a piece of paper.
4. Under each ad, write the qualities wanted.

CAREER CONFERENCE

Length of time - Four weeks of planning

Purpose - 1. Give information on specific vocations, including job descriptions, requirements, rewards of a particular career, and how to get started in a chosen field.

2. Give students a chance to observe role models.
3. Help students prepare for college training or jobs after graduation.
4. Give businessmen a chance to offer a service to educators and to meet and talk with students who will be their future employees.

A typical program is:

1. A General Session--for ninth graders, parents and teachers featuring a brief, inspirational talk on choosing a vocation by a leading local businessman.
2. Several Separate Sessions--at which specialists in specific fields discuss vocational opportunities. Students and parents attend discussions of their choice.

Planning - 1. Form a Career Conference Planning Committee (preferably ten persons or less).

These may include representatives from

- A. School administration
- B. Industrial associations
- C. Teaching staff
- D. Counselors
- E. Student body

2. Set time and place

3. Select a theme--such as, "Youth Looks to the Future," which relates to the purpose of program.

4. Choose speakers

5. Instruct speakers

   *A. Send speakers a suggested speech outline

   B. Orientation meeting may be held for all speakers

* See next page

SUGGESTED GUIDE FOR VOCATIONAL SPEAKERS

I. Description of the Vocation

- A. Nature of the work, hours, working conditions
- B. Attractive features - associations, social status pensions
- C. Undesirable features - hazards, strains
- D. Present outlook - demand and supply

II. Requirements of the Vocation

- A. Education and Training - amount, nature, time, expense.
  1. School subjects most essential
  2. Skills and abilities most needed
  3. Recommendations of where to obtain training, credentials, licenses
- B. Personal qualifications

  Mental ability, personality types, special interests, appearance, age, sex, ability to get along with people, ability to follow directions, ability to lead other people, common sense or good judgment, orderliness, system and neatness, iniative, resourcefulness, punctuality, perserverance, industry, thoroughness.

- C. Physical qualifications

  Any special demands upon health, nerves, lungs, feet, endurance, vision.

III. Rewards of the Vocation

- A. Financial - pay scale or reasonable income
  1. How paid - salary, commission, wage, bonus
- B. Security - pensions, retirement, allowance, tenure
- C. Possibility of transfer to related vocations

D. Opportunity for advancement - promotions

E. Personal - service to others, associations, prestige, self-expression.

Iv. How to Get Started in the Vocation

A. Where to apply

B. Sources of further information on vocation

HOW TO FILL OUT APPLICATIONS

Objectives - 1. Student will complete with no errors at least three applications.

Materials Needed - Application blanks from various sources

Procedures - 1. Use your students as resources for the blanks. Have them secure them from employment agencies, and their parents place of employment.

2. Choose four or five different types--i.e. Civil service, private forms, large companies, and duplicate them.

3. Discuss terminology used that students may not understand.

4. Have students fill out the applications.

PONTIAC MOTOR DIVISION

PRINT NAME________ FIRST MIDDLE LAST (MAIDEN NAME IF APPLICABLE) SOCIAL SECURITY NO.________

ADDRESS________ HOUSE NUMBER AND STREET CITY STATE ZIP CODE PHONE NO.________

DATE OF BIRTH________ MO. DAY YEAR HEIGHT________ WEIGHT________ ARE YOU A U. S. CITIZEN? YES____ NO____

MALE ☐ SINGLE ☐ SEPARATED ☐ DIVORCED ☐ OWN HOME ☐ LIVE WITH PARENTS ☐ BOARD ☐
FEMALE ☐ MARRIED ☐ WIDOW(ER) ☐ RENT HOME ☐ LIVE WITH RELATIVES ☐

DO YOU HAVE ANY PHYSICAL DEFECTS OR DISORDERS? YES____ NO____ IF YES, EXPLAIN ________

YOUR DEPENDENTS

NO. OF DEPENDENT CHILDREN________ DEPENDENTS OTHER THAN SELF________

INDICATE HERE WHO SHOULD BE NOTIFIED IN CASE OF EMERGENCY

NAME ________

ADDRESS________ PHONE________

FATHER'S NAME ________ DO YOU HAVE RELATIVES EMPLOYED HERE? YES____ NO____

EDUCATIONAL HISTORY

Years Attended		Type of School	Name of School	Address City and State	Did You Graduate	If Not—List Last Grade Completed	Degrees	Kind of Course, Major Subjects, Honors
From	To							
		Jr. High					▨	
		High					▨	
		College or University						
		OTHER—Trade, Business Correspondence or Special Courses					▨	

MILITARY RECORD

BRANCH OF SERVICE________ DATE ENTERED________ DATE OF HONORABLE SEPARATION________ RANK OR RATING________ JOB TITLE________

STATE POSITION(S) DESIRED AND YOUR RELATED EXPERIENCE

POSITION	EXPERIENCE

PLEASE DO NOT WRITE BELOW THIS LINE . . . . . (COMPLETE APPLICATION ON REVERSE SIDE)

DEPARTMENT AND JOB ASSIGNED________ DATE________ MO. DAY YEAR MEDICAL DEPT. APPROVAL________

General Motors Is an Equal Employment Opportunity Employer

EMPLOYMENT OF MINORS IN MICHIGAN

Objectives - 1. Students will discuss the state laws for employment.

2. Students will pass a test given on these laws.

Materials Needed - "Employment of Minors in Michigan"

Bulletin L51 State Laws

The Bureau of Safety and Regulation
300 E. Michigan Avenue
Lansing, Michigan

Worksheet on materials (teacher made)

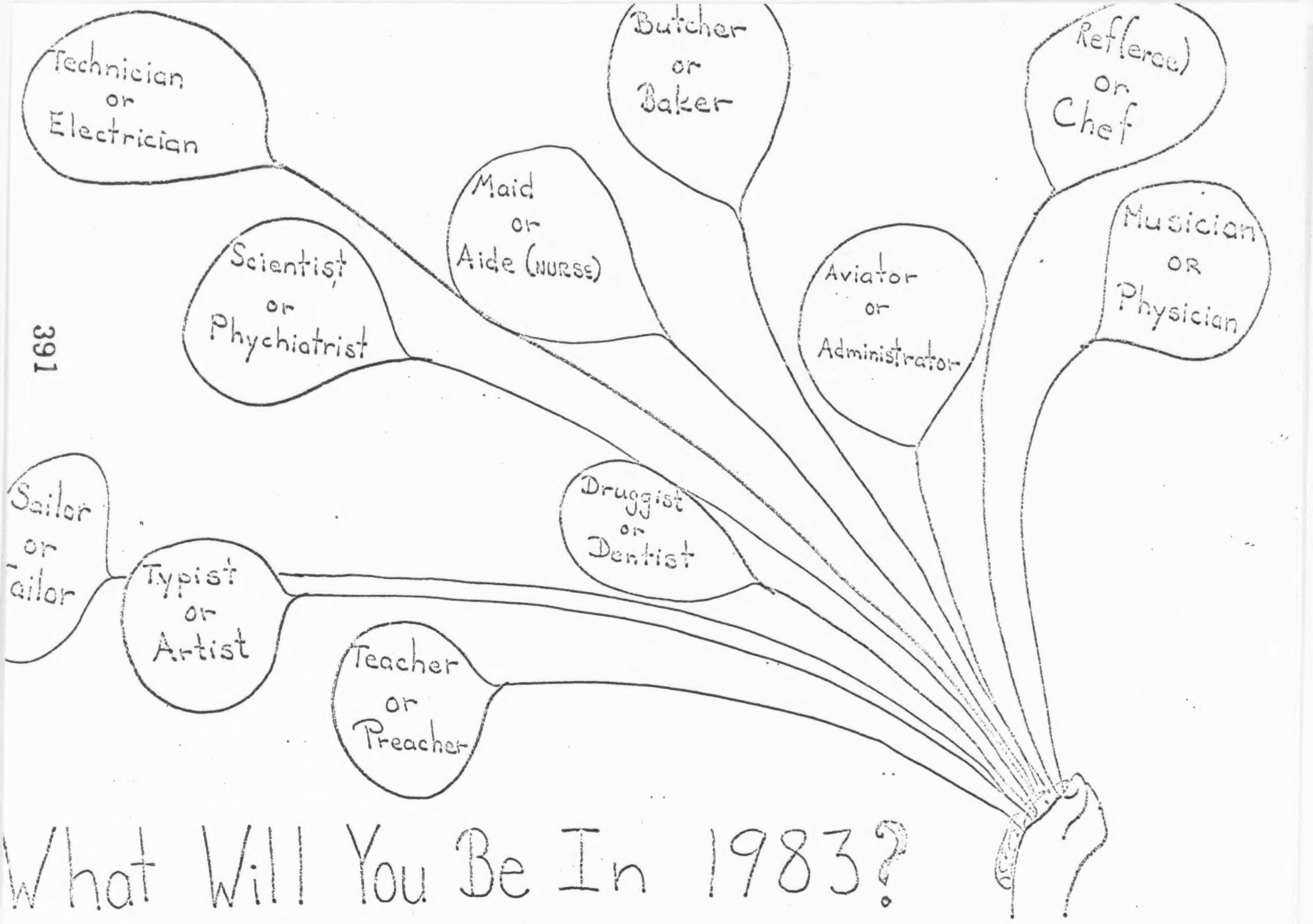
Procedures - 1. Give students copy of laws

2. Hold a classroom discussion of these laws

3. Have them fill out worksheet

4. Give test on the laws

SAMPLE BULLETIN BOARDS


Technician or Electrician
Butcher or Baker
Ref(eree) or Chef
Maid or Aide (NURSE)
Musician OR Physician
Scientist or Phychiatrist
Aviator or Administrator
Druggist or Dentist
Sailor or ailor
Typist or Artist
Teacher or Preacher
What Will You Be In 1983?

Question: Are you willing to study and train in new technologies? —

What technologies?

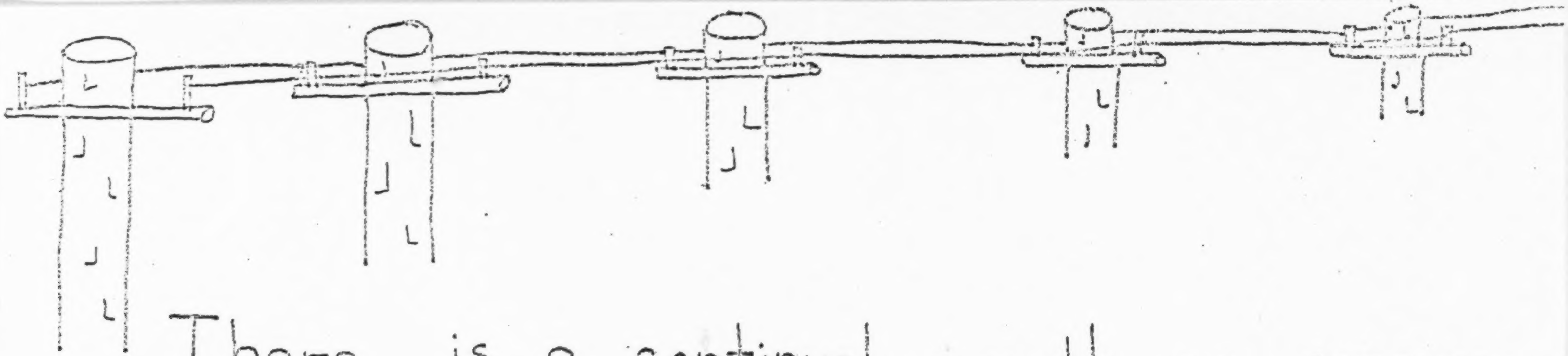
Aircraft and Power Plant Mechanics
Foundry Practice
Industrial Engineering
Industrial Metallurgy
Machine Design
Machine Shop Practice
Multicraft Maintence Mechanic
Millwrighting
Welding Engineering Technology

Yes?! Then, there is a fast-growing need for those with mechanical aptitude who are willing to study and train in such technologies.

Education Elevates the Paychech!

Today! 1971! Studies show that the high school graduate will make $63,000 more in his working lifetime than a

DROPOUT! THINK HIGH SCHOOL!

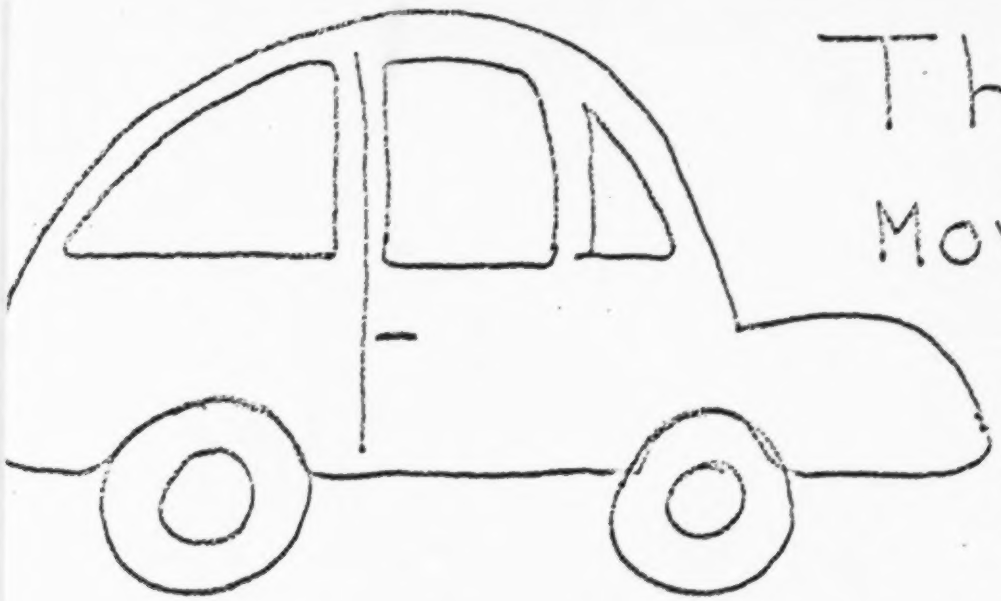


There is a continual growth as consumers and Industry rely more on Electrial Power —

There are many opportunities in company employment and owning such businesses.

There are HIGH needs for SKILLED Repairmen and Professional Technicians

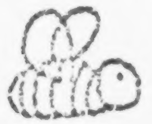
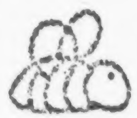
Do You Qualify?

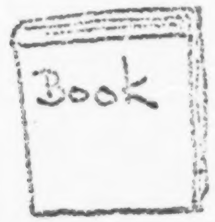
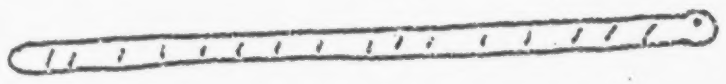


The Car Caravan is Moving Toward Rapidly Advancing Automotive Fields:

Automatic Transmission Specialist
Automobile Body Rebuilding and Refinishing
Automobile Electric Technician
Automobile Engine Tune-Up
Automobile Technology
Automotive Mechanic
Diesel-Gas Motor Vehicle Engines

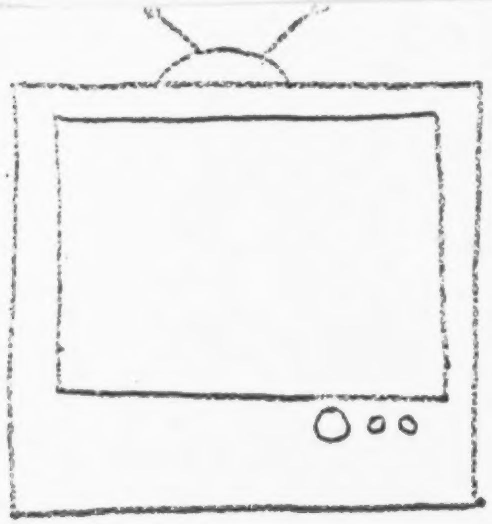
Motivate Your Gears!

2  OR NOT 2 

A  

Newspaper Reporting
Technical Writing
Advertising Copywriting
Editorial Freelancing

Demand Creativity



Tune In To Your Own T.V. or Appliance Repair Business!!!

How??

In; Manufacturing
Broadcasting
Defence and Repair Services

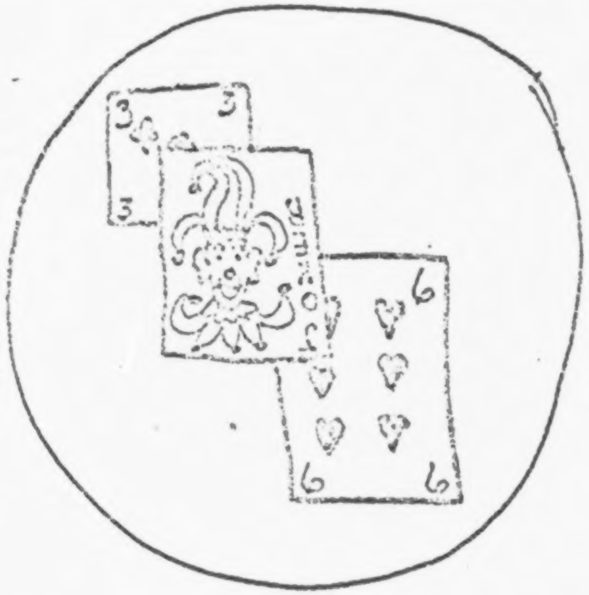
Electric Equipment
Radiotelephones
Electronic Computers

Radio and T.V.
Industrial Electronics
Transistors

Telephone

How Will You Choose Your FUTURE??

Like This?



OR

This?

1. Read
2. Visit
3. Write
4. Talk
5. Listen
6. Observe

About Your Interest

ANNOTATED BIBLIOGRAPHY

Adams, Charles & Kimball, Samaia, Career Facts. Addison-Wesley Publishing
Company, Reading, Massachusetts, 1966 ($4.50)

Information on 400 jobs or careers that require education beyond the high school level and/or extensive experience.

Blue Cross Association, Blue Print for Health, "The Hospital People" Vol.
XXI Number 1 1967, Blue Cross Association, Editorial Office, 840
North Lake Shore Drive, Chicago, Illinois 60611, (Free).

Useful for junior high students, interested in medical occupations, other than being a doctor. Detailed information about each job is not given. Instead, a brief "peek" into their everyday activities is given along with the required training. The following careers are described: nurse, nursing aide, inhalation therapist, occupational therapist, medical social worker, radiologic technologist, speech pathologist, recreation therapist, dietition, physical therapist, surgical technician, medical record librarian, pharmacist, medical technologist, medical technician, nuclear medical technologist, data processing manager, biomedical engineer, and hospital administrator.

I would use the booklet for a general over-all niew of the medical profession. For each of the careers, addresses are given for further free information on health careers.

Branche, S. Dolores. Handbook of Job Facts. Science Research Associates, Inc.,
259 E. Erie St., Chicago, Ill. 1959 ($4.95).

Survey of recent occupational literature from Bureau of Labor Statistics and Department of Commerce.

Brochard, J. H. School Subjects and Jobs Guidance Series Booklet #116, 1961
Science Research Associates, Inc., 359 E. Erie St., Chicago, Ill. (50¢) 48pp.

Shows way to plan realistic job choice and how to relate school subject to it. Chart outlining school subjects and their relationship to jobs.

Bureau of Employment Security. Job Guide for Young Workers. 1961, Superintendent
of Documents, Government Printing Office, Washington, D.C. 2040 (45¢ each).

Booklet gives information on many entry jobs frequently held by young beginners entering the labor market from high school. Gives such information as employment prospects, qualifications for jobs and usual duties, opportunities for advancement, how and where jobs are obtained, and characteristics of jobs.

Career Opportunity Guide I: The Young Job-seeker's guide to Technical Occupations and Skilled Trades. Institute for Community Development and
Services, Continuing Education Service, Michigan State University, 1966.

A valuable and interesting booklet including a section or the World of Work which discusses Occupational mobility, education, and dignity. The second section describes programs in Michigan. Includes average wages, employment opportunity and addresses for application.

Career Opportunities Career Information Service, 1969, New York Life Insurance Co., 51 Madison Avenue, New York, N.Y. (free).

Book listing various career opportunities including salaries, demand, qualification, etc. Also includes sources for obtaining more information.

Career Opportunities. New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010 (free).

Collection of fifty-seven career advertisements.

Careers, Inc., Career Summary S-244 "PBX Operator" Careers, Inc., Largo, Florida 33540, (15¢).

Careers, Inc. publishes excellent summaries on numerous careers. eg. PBX operator: duties, working conditions, requirements, training, earnings, and hours, outlook related careers.

Chronicle Guidance Publications. Chronicle Guidance Service, Occupational Packet, Chronicle Guidance Publications, Inc., Moravia, New York 13118, (Price unknown).

Includes senior, junior high school occupational briefs; display posters; reprints; professional information; career index; and counselor activities.

A good way to build up a file, but much of the information could be obtained free. Write and find out the price of a yearly subscription--the occupational briefs are excellent--might be cheaper to have a subscription.

Dictionary of Occupational Titles. U. S. Department of Labor: Washington, US Government Printing Office, c/o Supt. of Documents ($6.00/set).

These volumes contain definitions and classifications for almost all occupations. There is also a breakdown into clusters. A must on any library shelf.

Educators Guide to Free Guidance Materials. Educators Progress Service, Inc., Randolph, Wisconsin, 1969 ($7.50).

This 236 page guide is devoted exclusively to free guidance and counseling materials, and uses the newer cross-media system. It lists, classifies, and provides complete information on titles, sources, availability and contents of 599 films, 73 filmstrips, and slides, 28 tapes, scripts and transcriptions and 227 other materials.

The Encyclopedia of Careers and Vocational Guidance Vol. I, II., 1967, Ferguson Publishing Company, Chicago, Illinois ($15.00 per volume).

Excellent for junior high school, much easier to read than the Occupation Outlook Handbook. A "must"--this encyclopedia plus the OOH plus free information would be sufficient for a school on a low budget.

Volume I deals with guidance topics and ideas for careers. Among the guidance topics: "Learning About Yourself and Your Goals," "Using Test Results in Vocational Planning," "How to Find a Job," "The Future World of Work." The main body of the encyclopedia Vol. I, "Career Fields" contains excellent information, a glossary with each career field, pictures. Volume II has an occupational listing with the occupational descriptions written similar to the OOH.

Hopke, W. E., Ed. The Encyclopedia of Careers and Vocational Guidance. Garden City, N.Y.; Doubleday & Company, Inc. 1967 ($30.00).

A two volume collection. Vol. I covers career planning. Vol. II is devoted to job descriptions.

Hoppock, Robert. Occupational Information McGraw-Hill Book Company, New York 1967, ($8.95).

The grandfather of occupational information. For use by educators and counselors. Contains a 537 source bibliography.

Jones, Edward S. Occupations Unlimited. Henry Stewart, Inc., Bowen Rd., East Aurora, N.Y. 14052 ($1.90).

Book designed to answer such questions as: In what direction is it safe to turn for one's future occupations? How may one be assured of greater security in the future?

Lifton, Walter M. Editor, Keyes to Vocational Decisions. Science Research Associates, Inc. 259 East Erie Street, Chicago, Illinois 60611 ($5.50).

Overview of various methods recommended for occupational selections.

Michigan Job Brief Series Index. Michigan Employment Security Commission, Employment Service Division, Occupational Research Unit, 7310 Woodward, Det., Michigan.

This 200 page index lists alphabetically 100 jobs common in Michigan from Accountant to X-ray technician. Approximately 2 pages are devoted to each Job Brief. In it contains the nature of the work, working conditions, location of jobs, employment outlook, earnings, requriements for entry, and where to write for other information.

Murphy, James M. Directory of Vocational Training Sources. Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 1964 ($3.95).

Basic information about schools, technical institutes, and junior colleges divided by occupational areas with an alphabetical listing by state of 5500 vocational training sources.

Murphy, James M. Handbook of Job Facts. Science Research Associates, Inc., 259 E. Erie Street, Chicago, Ill. 60611 ($4.25).

Concise accurate and up-to-date information about a wide range of occupations 237 covered.

"Non-College Training Opportunities" Career Brief #B-148. Largo, Florida: Careers (25¢).

Lists importance of high school graduation and the need for some training beyond. Covers all types of apprentice and training programs.

Occupational Library Chronical. Moravia, N. Y.: Chronical Guidance Publications, Inc. 1967. ($272.50).

Here is a file type reference data case which can be used by either student or counselor. Can be used by more than one person at a time. Very updated as to occupations job descriptions, and job clusters. Can be updated at cost.

Occupational Outlook Handbook Bulletin No. 1550 1968-69 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington D. C. 20402 ($4.25).

Useful for junior or senior high school or adult education; for all ability levels. It is revised every two years. This Handbook provides the latest information about the employment outlook, earnings, training requirements, and related information for over 700 occupations. It also assesses the impact of future economic, social, and educational trends, on the employment outlook in industries and occupations. Addresses for obtaining further information are given for each occupation.

A "must" to have: includes information on professional and related occupations, managerial, clerical, sales, service, skilled, and other manual occupations, major industries and their occupations, manufacturing wholesale and retail trade, government, agriculture, transportation, communication and public utilities, construction, finance, insurance, and real estate, and mining occupations.

Shrader, Hugh E. The World of Work, 1969, J. Weston Walch, Publisher, Box 658, Portland, Maine 04104. (single copy $3.00, 10 or more copies $2.75, 25 or more copies $2.50 ea.).

Useful for the soon-to-be dropout, or the boy or girl for whom high school is terminal. Describes how to apply for a job, what to do and say during a job interview; how to prove that the income tax has been deducted from pay, indurance, etc. 156 pages 8½ by 11", plastic bound. At least order one booklet for the ideas presented in teaching a unit on work.

Splaver, Sarah. Your Career - if you're not going to college. 1963, Julian Messner, Inc., 8 W. 40th St., New York, N. Y., ($3.95).

Discusses opportunities available to the high school graduate, ranging from the unskilled and semi-skilled to the skilled service, agricultural, clerical, sales, and technical occupations which may be entered without college training.

Vocational Guidance Manuals. Vocational Guidance, 235 E. 45th St., New York, N. Y. 10017, (Pa $1.95, Library Ed. $3.75).

Manuals aimed at introducing various careers to youngsters who will one day enter the world of work.

The Vocational Guidance Quarterly. National Vocational Guidance Association, Inc., 20th and Northhampton Streets, Easton, Pa. 18042 ($5.00/yr.).

Vocational quarterly including articles by well known persons in the vocational field as well as reviews and critiques on new books, films, and other material.

Your World Books. Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221 ($14.25 per series).

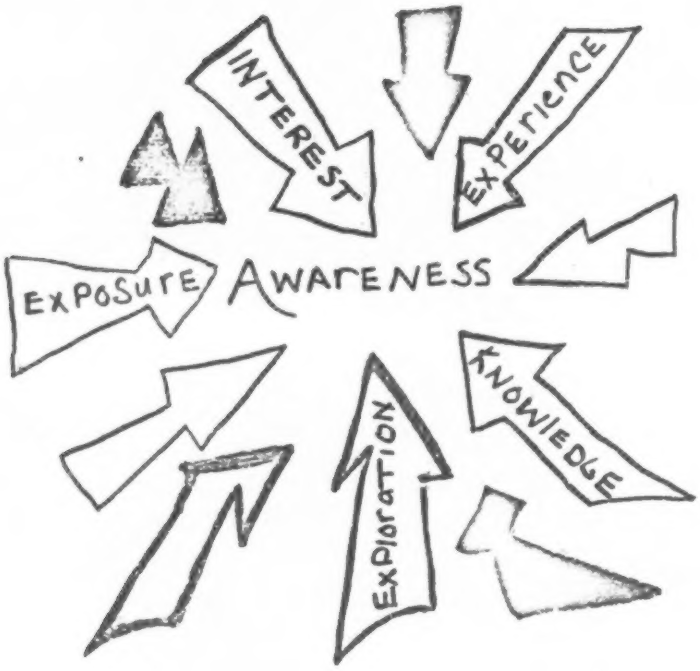
Each series consists of five books designed to describe the duties involved in a particular profession eg., postman, doctor, policeman, bus driver, florist, baker, etc.

PUBLISHERS OF OCCUPATIONAL PAMPHLETS

1. Bellman Publishing Co., Cambridge, Mass.
2. B'nai B8rith Vocational Service, 1640 Rhode Island Ave, N. W., Washington.
3. Careers, Largo, Fla.
4. Chronicle Guidance Publications, Inc., Moravia, N. Y.
5. Guidance Centre, University of Totonto, Toronto, Canada.
6. Henry Z. Walck, Inc., 19 Union Square West, New York.
7. Institute for Research, 537 S. Dearborn St., Chicago.
8. Occupational Outlook Service, U. S. Bureau of Labor Statistics, Washington.
9. Personnel Services, Inc., Jaffrey, H. H.
10. Richards Rosen Press, 29 E. 21 St., New York.
11. Science Research Associates, Inc., 259 E. Erie St., Chicago.
12. U. S. Women's Bureau, Washington.
13. Vocational Guidance Manuals, Inc., 800 Second Ave., New York.

ADDENDUM 7

Pontiac Career Development Program


INTEREST
Experience
EXPOSURE
AWARENESS
KNOWLEDGE
EXPLORATION

What? A Program for parents in all Pontiac City Schools

Where? Madison Junior High School - 1275 N. Perry St. - Cafeteria

Why? To enable parents to become more aware of the Career Development Program In Pontiac Schools - Grades Kindergarten through 12 - and what it can mean for their children.

Door prizes!

When? Tuesday night, April 27th at 7:30 p.m.

Who? YOU! Every parent who is concerned with the educational and vocational opportunities of their children.

Program:
Dr. John J. Pietrofesa, Wayne State U.
Mr. Stuart Packard, Northeast Vocational Center
Mr. Robert Rochow, Director, Pontiac Career Development Program
Mr. James Hawkins, Principal, Bethune School

Please check one and return with your child to school

☐ I plan to attend the program

☐ I do not plan to attend

☐ I am unsure at this time

ADDENDUM 8

South-of-the-border flavor permeated Wisner Elementary in Pontiac yesterday. Dancing was part of a Spanish Fiesta which included music and food associated with Spanish-speaking nations. The fiesta was held to acquaint students with the cultural background of the school's 50 Mexican-American students.

Spanis

Pontiac Press Photos by Ron Unternahrer

Fiesta

Anticipation crowds the faces of the children anxiously waiting for Maria Barron, 11, of 70 Cadillac, Pontiac, to burst the Pinata which will trigger a mad scramble for treats held inside. Maria, a sixth grader at Wisner Elementary, gets as many swings as she needs.

3ethune's 'Mr. Proud' Still a Winner

BETHUNE'S GREATEST TEAM — According to the udents, Mr. Proud and Bethune School principal James awkins work to instill positive attitudes in studen'*

By WILMA J. IRVIN
Press Staff Writer

"Mr. Proud" is still winning converts at Pontiac's Bethune Elementary School, 154 Lake.

The figurehead in a self-concept program designed to develop positive attitudes within the student body, he has weathered the financial crisis brought about when federal funds for the Title III educational program were curtailed in 1969.

Mr. Proud still contributes to academic excellence in a variety of ways, and one student admits that before Mr. Proud came on the scene, the school had numerous fights and disciplinary problems.

The student said serious behavior problems have decreased sharply since Mr. Proud spearheaded the attack on achievement.

What is Bethune's self-concept program?

It is, in essence, designed to instil positive attitudes within students in order to achieve a high degree of academic excellence.

Principal James Hawkins says the program tries to make the student feel proud of himself and, in being proud, require him to put his best foot forward and gain an education which is relevant and useful to his life-style.

Praise, stimulation and motivation are the three keys to the self-concept program. The students are rewarded for each good deed or achievement.

Rewards come in all forms. It may be praise from the teacher or the opportunity to be the leader of an activity. It could also be a piece of candy, a photo of the student and the activity on the class "Proud-Of" bulletin board, or sweat shirt, trophy or certificate bearing the image of the mythical Mr. Proud.

School broadcasts and the student newspaper help students take an active part in reporting events taking place at the school.

The Toastmasters and Toastmistress clubs give fifth and sixth graders a chance to speak at adult business luncheons on the subject of citizenship and government.

The Model Building club gives upper-grade young men a chance to be creative with their hands, building model planes, cars, ships and buildings.

The Mr. Proud Reading club makes reading more fun. Students are encouraged to read and give summaries of their reading for rewards in the form of the trophies, certificates and plaques.

The well-known Young Authors Conference serves to get each student involved in strengthening his wirting skills as well as building a basis for good sportsmanship through competition, its sponsors say.

Hawkins, coauthor of "Guidelines for Teachers: Self-Concept in the Classroom," urges the use of "Anything that works and gets results from kids without detrimental effects."

At Bethune, that appears to be exactly what he has done. Students are constantly undergoing a positive indoctrination.

The school motto, which is being emphasized and reiterated, is "I Can—I Will." Every student from kindergarten through sixth grade is exposed to it and required to put it into practice daily.

The school theme song is "Anything You Can Do—I Can Do Better" by Dionne Warwicke and Chuck Jackson. Again, it promotes the positive "I Can—I Will" attitude.

And Mr. Proud is constantly telling the students that "Bethune is the BEST school in the whole UNIVERSE!"

Bethune students appear to believe it.

Schools Scope **Bringing into focus current issues in the School District of the City of Pontiac, Mich.**

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Vol. III, No. 10 April 7, 1971

CAREER DEVELOPMENT PROGRAM BROADENS YOUNGSTERS' HORIZONS

An attempt to make Pontiac youngsters more knowledgeable about the world most of them shortly will enter--the world of work--is being made through a federally funded program initiated this year. Designed by local educators to meet the specific needs of Pontiac pupils, the program currently is concerned with providing an expanded view of career opportunities to children in nine elementary schools. Eventually it will be used to knit together various facets of the school district's comprehensive vocational education activities for kindergarten through 12th grade and beyond.

The two general objectives of the three-year project are to increase student awareness of occupations and to improve the in occupational self concepts. "If school is designed to prepare kids for life, it needs to relate to the real world in which they will live their lives," said Robert Rochow, director of the program. Too frequently have young people been unaware of the opportunities available to them or the preparation required to meet certain career goals. The preparation cannot start too early. Unfortunately, research has indicated that many students view education as being irrelevant to later life. As was noted in the proposal to establish the local program: "Because school tasks, demands and rewards are seen as having no payoff in the future, the school career becomes meaningless and empty."

While instructing students about the broad range of jobs in the world of work, the program also is aimed at encouraging them to explore a variety of personal career possibilities. "Students have been asked to select occupations that they would like to have and then select occupations that they think they will really have as adults," commented Dr. Merle Smith, community action program evaluator. "One of the desired effects of the program is to raise the aspirational levels of many of the students."

CAREER GUIDANCE CONSULTANTS PERFORM VARIOUS FUNCTIONS

The nine persons assigned to elementary schools as the core of the career development team serve both as consultants to classroom teachers and counselors to the pupils. They have developed career-oriented lessons for use in the classroom and special projects such as field trips and assemblies. Practical application of studies in existing curriculum areas--such as math, science and social studies--is demonstrated as it pertains to careers.

Counselors and their schools are Judy Battenschlag, Baldwin; Mrs. Christine Jones, Whitfield; Mrs. Linda Phillips, Bethune; Mrs. Janie Payne, Central; Douglas Robinson, McConnell; Mrs. Deane Safir, Wisner; Beverly Weiss, Herrington; William White, Twain; and Minnie Smith, Wilson.

A parent advisory group which meets once a month includes one representative from each of the schools involved. While attempting to develop interest in the program among other parents, the advisory committee also make suggestions for improvement of the program and assists with various projects.

Schools selected for the program are considered to represent a cross-section of Pontiac, nd the work of the counselors reflects various needs and a broad range of attitudes about areers. All, however, are aimed at bringing reality into the school environment.

CTIVITIES INTRODUCE ROLE MODELS

In order for youngsters to aspire to career goals, they need models they can identify ith," Rochow noted. For this reason, personal contact with adults already in the world f work is an important part of the program. One school bus is available for career evelopment field trips. In it, youngsters have visited many businessess and institutions n the metropolitan area and talked to the adults who work there. They also have traveled o the centers where their education can be continued, from junior highs through post-raduate training facilities.

ndividuals have visited the schools to talk to the youngsters in small groups or all-chool assemblies. Further investigation of job opportunities will be done through career airs for both pupils and their parents. The roles of parents and classroom teachers in ormulating attitudes about career possibilities are extremely significant, and these roles re being enhanced by the information supplied to them by the counselors.

he program, which is to receive over $400,000 during its three-year course, has attracted ational attention, as urban communities throughout the United States attempt to eliminate he hazards too long a part of career selection and to end the consequent waste of talent. n Pontiac, the program represents one portion of a total vocational education concept eing implemented through the resources of other federal programs, the state department of ducation, the local school district, industry, unions and other social agencies.

* * *

COMMUNITY ACTION PROGRAM NOTES--ESEA TITLE II

Each year, all Pontiac schools are able to supplement their public school libraries with additional books, resource materials and other printed matters. This is made possible through funding under the ESEA Title II program. Allocations are made through the State Department to local school districts on a per student basis.

This year there are three goals of Michigan's Title II program. They are to acquire materials and design programs which do the following:

1. Emphasize a "Right To Read" effort. This is to assure that materials are available to students that create a motivation to read. Therefore, materials should be timely interesting and meaningful to students.

2. Provide printed materials for Bilingual students whose dominant language is not English.

3. To provide materials in identified schools which have a concentration of economically or educationally disadvantaged students.

All Pontiac schools are involved in this program and it is coordinated through the educational directors, librarians, audio-visual personnel and other staff. It is anticipated that this year's allocation for Pontiac will be approximately $60,000.00.

--R. William Nunez, assistant director, CAP

HOSPITAL ENTERTAINS WISNER STUDENTS

Fifty-five students from the Wisner Elementary School, 441 Oakland, Pontiac, were guests of the hospital on February 10.

These young people had been involved in a series of classes relating to anatomy and health care. They wanted to conclude their study with on the scene observation of health care in practice.

They were welcomed in the auditorium of the Nurses Home with greetings from hospital administration representatives and Dr. William Swatek, Director of Laboratories. Bolstered by pop and potatoe chips they formed three groups for tours through the hospital with special emphasis on Clinical Laboratories, Nuclear Medicine and Physical Medicine.

Hospital Staff personnel were very helpful as Ralph Lownds, Assistant Administrator, Isabelle Lucey, secretary and Margaret Miller, of the Personnel department took them through the hospital areas. The students were quiet and attentive, and absorbed considerable as is revealed in the letters of appreciation they carefully sent back to the hospital. The value of lasting impressions made on these bright, curious minds is immeasurable; it was a privilege to entertain them. A sample of the letters is provided for the benefit of all who enjoy youngsters.

• • •

February 15, 1971

Dear Mr. Lownds:

I wish to express my sincere appreciation for your hospitality in showing our class through your hospital. It was the best planned and most meaningful field trip I've ever experienced. Taking the students right into the various departments to see the hospital personnel at work was a valuable learning experience. Please convey my thanks to Dr. Swattick, Miss Lucy, Miss Miller and all other personnel for their part in making our visit a success.

Enclosed are some letters from some of the students expressing their reactions of the trip. Please distribute the letters to the people indicated.

Sincerely,
Grade 5
Robert Wick, Teacher,

UNEXPECTED

I dreamed death came the
other night

• • •

Dear Mr. Lownds:

Thank you for taking me around. I have learned a lot. And I just wanted to thank you. I also thank you for the pop and potato chips. And I really liked the heart monitor you showed us. And all the other ones too. And I also liked where the ambulances came in. I really liked everything.

Sincerely yours,
Charles Murray

• • •

Dear Miss Miller:

Thank you for the fun tour of the hospital. The part I liked best was the blood bank. It interested me that someone could give blood and the doctors and nurses could put this blood into somebody who needs it. Thanks for the pop and potato chips. Please thank Dr. Swatek for talking to us about the laboratory.

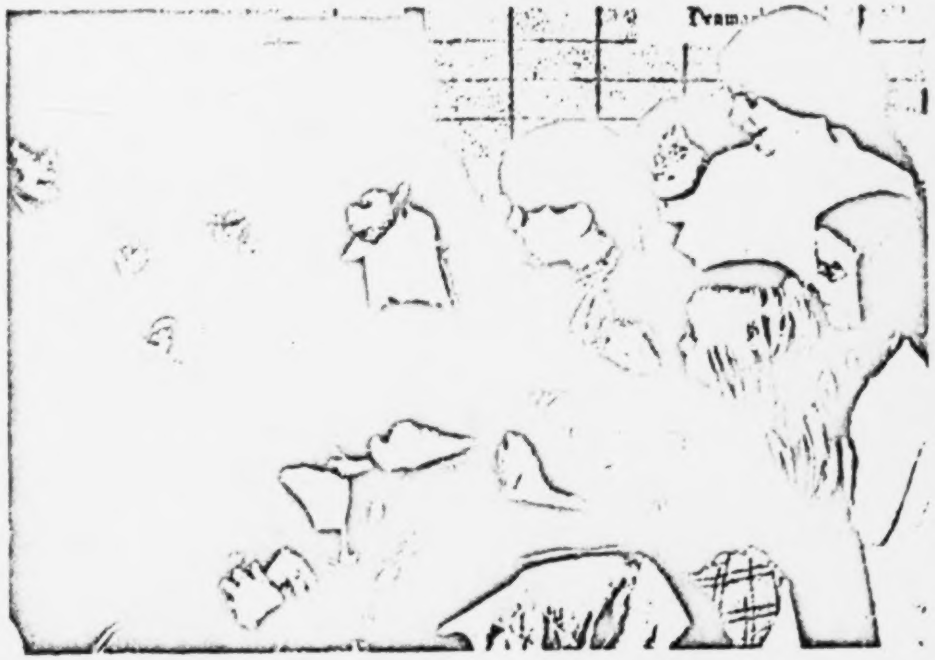
Your friend,
Patti Girtman

• • •

Dear Miss Lucey:

Thank you very much for the

Sue Straka, P.T., enjoys telling Wisner students about patient treatment in Physical Therapy.



was very nice of St. Joseph Hospital for letting us come.

Sincerely,
Caroline Garcia

• • •

thing in the hospital and I wish we could have gone in every place there is in the hospital. Although I wanted to go to the Maternity ward and see all the babies, I still had fun. Thank you for the potatoe chips and pop. Please thank Dr. Swatel for coming and talking to us about the things we would see. Thank you for the nice trip you gave our class. Please thank the nurses for telling us about the department they work in.

Sincerely yours,
Kathy Holman

• • •

Dear Dr. Swatek:

Thank you for telling us about the laboratory and for showing us around the hospital and for the pop and chips. It was very good. I also liked the Blood Bank. Meybe we could come back again sometime. I liked to ride in the elevator cause it feels funny. In my stomach it tickles.

Sincerely yours,
Cynthia Long

• • •

Dear Miss Miller:

I don't know how I can thank you for being a guide for St. Joseph Mercy Hospital. The things I liked best were the computers, the Blood Bank, and the chairs. After walking so long, it was nice to relax on them. I thank you also for the pop and potato chips.

Yours truly,
Mary Hubbard

• • •

Dear Mr. Lownds:

We thank you for the tour and for the pop and potato chips and the thing I liked is when the lady was in the bath tub. (Editor's note: she means the Hubbard Tank in Physio Therapy) And we thank the man that works in the laboratory for talking to us. One girl likes that young man that works in the Clinic.

Yours truly,
Rhonda Henke

• • •

Dear Mr. Lownds:

I like the whole tour and especially the heart machine, that measures the heart beat. Thank you for the pop and potato chips.

Your friend,
[illegible]

PONTIAC VOCATIONAL CAREER DEVELOPMENT PROGRAM

A career fair, field trips, role models, parents, teachers, administrators, and students are some of the events and people who will be involved in the Pontiac Elementary Career Development Program. Robert Rochow is Director of the Program and his Secretary is Peggy Payne.

The following elementary counselors have been hired to implement this program:

Judy Battenschlag	Baldwin Elementary
Linda Phillips	Bethune Elementary
Janie Payne	Central Elementary
Christine Jones	Whitfield Elementary
Douglas Robinson	McConnell Elementary
Deane Smith	Wisner Elementary
Beverly Weiss	Herrington Elementary
William White	Mark Twain Elementary

The general goal of our program is to provide a broad occupational orientation at the elementary level and, later, to strengthen it at the secondary level so as to increase student awareness of the range of employment options.

The basic objectives related to the role of Elementary Career Guidance Consultant are:

1. To provide and compile information and materials for classroom teachers for inclusion in the regular social studies program.

2. To plan and conduct school-wide assemblies, career fairs, etc. which will provide students the stimulus to further explore and investigate careers.

3. To plan and assist in conducting a variety of field trips to nearby business and industry which will provide students with the opportunity to observe and talk with role models in the job setting.

4. To plan and assist in conducting of field trips to other educational institutions, such as junior high industrial arts classes, high school automotive and electrical classes, junior college labs and workshops, and business education institutes which will expose students to the opportunities available in education other than those normally classed as academic.

5. To schedule role models from various occupations and professions representing all races, which will allow students the opportunity to question and gain first-hand knowledge of the world of work.

6. To meet with parents individually and in group sessions, assisting them in gaining a greater understanding of the opportunities available to their children in education and vocational training.

7. To coordinate the individual school program with others in the school district, and to insure a continuity of development for the students.

8. To coordinate the individual school program with those available from other agencies and community groups.

9. To become active participants in a school district committee, studying and revising the role of secondary counselors.

Later in the school year the coordinating office will be reporting on the realization of objectives, the involvement of people, and related events occurring as part of the program.

* * * *

REAGAN'S HISTORY LESSON [1]

Governor Ronald Reagan of California got a history lesson this fall. He had cited "Oswald Spengler's" Rise and Fall of the Roman Empire in arguing that before its collapse Rome was plagued by people who scoffed at tradition, refused military service, rejected material wealth, and went about unshaven, long-haired, and shabbily dressed. After correcting him on the authorship of Rise and Fall, a number of educators agreed with him, but added that the Roman hippies were called Christians.

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[1] PHI DELTA KAPPAN, Vol. 51, No. 5, January, 1970, p. 296

VOCATIONAL EDUCATION AT PONTIAC

(K-12 and more)

by
WILLIAM J. LACY
Assistant Superintendent for Instruction
School Organization and Planning

and

MAURICE C. PROTTENGEIER, Director
Vocational and Technical Education

Pontiac is a highly industrialized urban community and there are great demands for the expansion of vocational education opportunities. To meet these demands, a number of innovative programs have been devised by staff members who have been able to both inspire and utilize community involvement.

A wide variety of non-school-district sources have been brought together in these programs, indicating an ever-expanding interest in the job-training opportunities available to youth and adults.

The vocational education staff is guided by eight concepts which they consider basic to the development of the department.

We believe our vocational education program should:

- . . Attract and serve students in a way that is consistent with their post high school plans.
- . . Be continually upgraded and improved in terms of the changing job opportunities.
- . . Provide expanded vocational-occupational training for school pupils.
- . . Include vocational-occupational training programs for post-school youth and adults in terms of employment opportunities.
- . . Provide an improved job placement service as a natural follow-up to job training.
- . . Be flexible enough to deal with new and expanded programs which develop in the future.
- . . Have a proportionate part of its resources devoted to working in a more meaningful way with disadvantaged youth.
- . . Include cooperation with teacher training institutions in attempting to supply increased numbers of certified vocational education teachers.

Vocational Career Development Program

For many years the vocational and counseling departments of Pontiac Schools wrestled with the problem of developing a meaningful career development program for elementary students. As early as 1967 an N.D.E.A. proposal for an elementary counselor was written and funded. This counselor was assigned to one elementary school in the inner city of Pontiac with the specific purpose of providing guidance services for all children and assisting in the early identification of student needs.

The following year an additional elementary counselor was hired, and career development became one of the higher priorities of the elementary program. In early 1969 when federal exemplary funds became available through the Vocational Education Amendments of 1968, the directors of community action programs, pupil personnel services and vocational education had a brainstorming session regarding the greatest need for vocational education in the Pontiac School System. All agreed that career orientation of elementary students should receive the highest priority, and a proposal was developed, submitted to the United States Office of Education and funded.

The two specific objectives of the program are to increase student knowledge of occupations and improve the occupational self-concept of the students. Other objectives include providing occupational information for elementary teachers, planning career fairs and schoolwide assemblies, field trips to nearby businesses and industry as well as community colleges and high school vocational programs. Additional objectives include scheduling role models from various occupations, meeting with parents, and becoming active participants in committee study of the role of secondary counselors.

A program director has been appointed, and seven additional elementary counselors have been added to the two on-going elementary counseling programs.

In summarizing the first four months of the program, early indications are that there is increased participation by students, teachers and parents in career development activities in these selected elementary schools.

The Junior High Worlds of Construction and Manufacturing

A team of surveyors carefully defines the site of a future building.

A grievance committee states its case before a labor mediator.

City planners make a decision which will affect a whole neighborhood.

ADDENDUM 9

6th GRADE VISITATION

OBJECTIVE - to have students and parents become familiar with the Jr. High School they will attend, to learn about the programs and physical facilities of each Jr. High. It also serves the purpose of helping 6th grade students make a easier transition into Jr. High.

GENERAL OUTLINE FOR A PROGRAM

1. Use the exsisting program already set up by Jr. High.
2. Suggestion - Plan I
    a. Counselor and group of students come to 6th grade schools and talk to 6th grade students about Jr. High.
    b. Visitation to Jr. High.
    c. Parent night, invite parents to Jr. High and have teachers, counselors and administration talk to parents about Jr. High program.

3. Suggested - Plan II
    a. Have a night program in which parents and students would be invited to tour school and have a structured program about Jr. High.

Any combination or either plan would help make 6th grade transition easier.

OBJECTIVE

1. Contact Jr. High your school feeds into.
2. Set up one of these plans.
3. Time would be at convience of Jr. High.
4. We will furnish buses for project schools if necessary.

ADDENDUM 10

GRADE LEVEL ACTIVITIES REPORT

KINDERGARTEN ACTIVITIES

A. Purpose: To introduce children to the world of work by discussing people who work for them at home and in school.

Activity: Wally the Worker Watcher -- filmstrip

Pre: After a general discussion of the difference between work and play, we talked about people who work at home and in school. This was followed by Wally the Worker Watcher -- filmstrip, which depicted the various workers at home and at school.

Post: All the children became "worker watchers" and the next day we made big murals of all the different people we had seen working at home, at school and even on the way to school.

B. KINDERGARTEN: Trip to the Supermarket

Preparation: Teacher initiated a discussion of the childrens' experiences at the supermarket, shopping with their parents.

Objectives: 1) To share, explain, to increase understandings of a common experience for this age (five and six years old) child. 2) To recognize the various types of jobs required to keep up the operation of a store. 3) To increase awareness and social understandings for subsequent shopping trips.

Activity: Counselor came into classroom and showed filmstrip "The Supermarket", with class discussion.

Follow-up: 1) The children drew pictures of their own experiences shopping in a supermarket. Some drew pictures based on the filmstrip. 2) Teacher prepared bulletin board illustrating food departments. 3) Children brought in empty boxes and packages. Class discussed price marks, cashier, paying bills, check out procedure, bagging, etc. 4) Children were encouraged to play "store".

C. KINDERGARTEN: Role Playing

I brought in an imaginary toy chest filled with hats of varied occupations. Each child comes up (one at a time), picks out a hat, puts it on, and acts out the role of that worker. The children guess his vocation.

D. KINDERGARTEN: Unit -- Community Helpers

Integrated into the unit with the following filmstrips:

a. Our Communtiy Workers
b. A visit to a Small Town

As a follow-up activity the teacher and pupils built a cardboard community of Pontiac.

E. KINDERGARTEN: The Kindergarten classes worked on a unit called The Family. The teachers in both classes introduced the unit and lead the discussion. Afterwards the counselor came into the classrooms and showed the WOW filmstrip "What Else Do Mothers Do" and then lead a discussion with the class. Each child returned to his table after the filmstrip and drew a picture of his mother at some job where she was either in the home or outside of the home.

The next day the counselor showed the filmstrip "What Else Do Fathers Do" and again lead a discussion. The children drew pictures of their Fathers at work. All of these pictures were made into a book that the class displayed.

At the end of the unit the counselor showed the filmstrip and record "It's in Your Hands" and talked to the children about what they wanted to do when they grow up.

F. KINDERGARTEN: Kroger"s Store

Pre Activity: Group discussion by the counselor to determine what types of workers are employed and do business with the Kroger's Supermarket. Their knowledge was limited to the cashier.

Trip: The nearest Kroger's store was located across from our school. All of the youths had been in the store with their parents. The only person they saw working was "the lady taking the money".

Our guide was the assistant manager. He explained that stock-boys tended the shelves; that trucks brought the food to the store; we saw meat being cut by a butcher. The guide stressed the importance of reading effectively and that practically all of their employees, except for the janitor are high school graduates. When we departed, each child was given a candy sucker or a stick of gum.

Post Activity: The counselor suggested to the teacher to ask them to bring in a picture from a magazine or newspaper, that portrays a worker in a supermarket. These can be made into a large book or they can be posted on a bulletin board. The counselor came into the room at a later date and involved the youths in a group discussion "What Do You Have To Do To Become A Worker In A Supermarket?"

FIRST GRADE ACTIVITIES

A. FIRST GRADE: Unit -- Where Do We Get Our Food?
The filmstrip "Food from the Country" was used to introduce the unit. As one of the culminating activities the filmstrip "City and Country Need Each Other" was used.

B. FIRST GRADE: Following pre and post activities on vocations of family and friends, dramatization of a story about workers done by children.

C. FIRST GRADE: Restaurant Workers

Preparation: Teacher initiated discussion of the childrens' experiences eating in a restaurant.

Objectives: 1. To share, explain and increase understandings of an experience common for this age level. 2. To recognize the jobs performed by people working in food services. 3. To help the children be more socially aware and knowledgable of the operation of a restaurant. 4. To make future restaurant dining experiences more meaningful.

Activity: Field trip to McDonald's Restaurant at Miracle Mile, Pontiac, Michigan. This is a new building, with the most modern equipment for food handling. Children were taken to all areas; dining room, food service, kitchen and cashier's desk. The children were given a "treat", hamburger and chocolate milk.

Follow-up: 1. Children drew pictures of the scenes they remembered from the visit to McDonald's Restaurant. Each child identified what the picture illustrated by writing short sentences on the picture. All pictures were bound together in a book, entitled "Our Visit to McDonald's Restaurant". The book was shared with two other first grade classrooms.

D. 1st Grade: Field trip to the Farm.

A. Pre - activities
    1. Show films
        a. Farm Animals
        b. Farm Babies and Their Mothers
        c. Farmyard Babies
    2. Discuss work of the farmer
B. Visit to Upland Hills Farm
C. Post Activities
    1. Draw pictures of the farm
    2. Bulletin Board showing, a farmer at work
    3. Wool was given to the teacher. The class washed it and combed it, so they could understand the work involved in it.
    4. Discussion of the work the farmer did, as was demonstrated at the farm.

E. GRADE 1

Preparation: The counselor came into the classroom, showed a movie on dinosaurs and fossils and then explained to the class what an archeologist was and some of his duties. They also learned about the scientist and geologist.

Activity: Field trip to the Natural History Museum in Ann Arbor where the class saw dinosaur skeletons, fossils, and Indian relics.

Follow-up: The class made pictures of the things they saw on their trip. Five of them role played archeologists and pretended to "discover" dinosaur bones and put them together at a museum. (We used clay representations)

F. Purpose: To expose children to all the different jobs at a supermarket.

Activity: Supermarket Trip

Pre: One of the children's father's came in to speak to the class about all the different workers at the supermarket and what they did. We used colored S.V.E. pictures to show each of the workers.

Post: We set up a "real" supermarket in the classroom and took turns at "becoming" the different workers.

G. GRADES 1 & 2

A Trip To The Post Office: This was an excellent trip. The counselor learned in a pre - activity discussion that their knowledge of postal workers were extremely limited on what happens to letters and parcels when they are placed in a mail-box on the street or in a letter slot in a post office.

Pre - activities:
a) Group discussions on the postal workers.
b) It was explained to the youths they will be divided into two groups but they are free to ask questions.
Our guide was an assistant to the Superintendent. He informed the youths that mail carriers, mail clerks, typist and those people with supervisory jobs, must have at least a high school education and must pass a competitive examination. The guide, in addition, stressed the importance of being able to read effectively. This, the children could see was important, as they went from one section to another, they could see men and women reading and placing mail in its correct place.

Post - activity: Group discussion on the varied types of workers. The students quickly advised that one must have a high school education to work at the post office.

SECOND GRADE ACTIVITIES

A. SECOND GRADE: Field Trip to The Zoo

- A. Pre - activities
  - 1. Study of zoo animals (teaches)
  - 2. Show films
    - a. Zoo
    - b. Zoo families
  - 3. Discuss people who they think work in the zoo.
- B. Trip to the zoo
- C. Post - activities
  - 1. Discuss the workers seen at the zoo.

B. SECOND GRADE: Lumber Industry

Preparation: 1) The teacher initiated interest in this unit by reading stories related to lumbering. 2) Because no unit material on second grade level was available, the teacher used a 3-4 grade unit for motivation, using the pictures, in the unit for a bulletin board.

Objectives: 1) To teach children about lumber industry, jobs performed, and products derived from trees.

Activity: 1) Drawings and written stories from shared experiences and field trips. 2) Field trip to Benson Lumber Company.

Follow-up: The Benson Lumber Company gave the teacher a large bag of wood blocks. These were used in several ways: 1) As play building blocks 2) To make wooden objects with hammer and nails 3) As a plaque, gluing stones onto wood in a pattern for paperweight.

C. SECOND GRADE: Pre and post work done on community helpers, including use of film strips, stories, role playing. Then brought in role models from Pontiac Community jobs and went on field trips. Followed by children making dressed figures (from cleaning containers) on job of choice. Then made community helpers booklet with stories and illustrations.

D. SECOND GRADE: One of the second grade classes had the services of the counselor every day for 45 minutes, over a three week period. The counselor teamed with the teacher and presented the unit on Community Helpers to the class.

Preparation: The counselor took a different community helper each day and presented a filmstrip, poster or chart and dittoed worksheets on that helper to the class. They discussed that workers job and did some role playing.

Activities: The mailman from the community talked with the class. The class made a visit to the Airport and Dairy in connection with their unit.

Follow-up: The class constructed a model community with papermache' and cardboard boxes. Each child made a community helper with clothespins and crepe paper for the model community.

When they returned from their trip to the Airport they wrote stories, made it into a book and shared their experiences with other classrooms.

E. SECOND GRADE: 1. Unit: Transportation
A field trip to the Metropolitan Airport was part of the culminating activity. The book, Airports U.S.A. by Lou Jacobs was read to the pupils to help prepare them for the trip. After the trip to the Airport a parent helped the boys construct a hangar out of cardboard. The pupils brought to school several model airplanes to place in the hangar. Following the constructing of the hangar and bringing in the model airplanes the children had an "Airplane Day."

F. Purpose: To help the children understand the importance of efficient communication and all the people who make it possible.

Activity: Trip to the Post Office

Pre: After looking at old letters and reading several books about the post office, we saw a filmstrip about postal workers.

Post: We made a huge cut out mural of the "Adventures of a Letter" from sender to receiver.

THIRD GRADE ACTIVITIES

A. THIRD GRADE: Studying the Weather

Preparation: 1) Teacher initiated this study from a weather unit in the science book.

Objectives: 1) Understand weather phenomena from scientific viewpoint. 2) To understand weather forecasting in terms of farming, transportation, etc. 3) To become aware of the work of the weather forecaster and how it relates especially to air transportation.

Activity: 1) Children made weather charts, which reported weather conditions for the month of January and explained the "whys" of weather conditions, cloud formations, etc.
2) Mr. Frank Fineman, Chief of the Control Tower, at Pontiac Airport, came into the classroom as a role model. He discussed weather conditions, especially how they relate to air transportation and his job in particular.

Follow-up: 1) The children wrote thank you letters to Mr. Gineman for his visit (language class). Drew pictures of cloud formations and labeled them for a weather bulletin board.

B. THIRD GRADE:
1. Unit: Kinds of Communities

The following filmstrips were integrated into the unit:
(1) A Visit to a Small Town
(2) The suburbs
(3) The Big City

After viewing the filmstrip a comparison was made amoung a small town, a suburban area, and the big city.

C. THIRD GRADE:

Preparation: In connection with a Health Unit a class was studying, the counselor came into the room to show the movie "Dairy Farm Today." Through this movie and posters on Dairy Workers the children learned how a modern dairy farm and milk processing plant operate. After the class learned about Dairy Workers they studied in their health books about bread. The counselor also showed a movie on the Grain Industry.

Activity: Field trip to Farm Maid Dairy and Wonder Bread Bakery.

Follow-up: The counselor lead a discussion after the trip. The class talked about the jobs they had seen. They wrote letters to the Dairy and drew a picture of their favorite part of the Dairy. Several students arranged a bulletin board and display of their trip in the counseling office.

D. THIRD GRADE: A Trip To Metropolitan Airport.

Pre - activity: A group discussion to determine if (a) any youths have traveled by plane and; (b) to learn what types of people are employed at an airport.

The counselor learned that only two students had traveled by air and their knowledge was quite limited to the pilot (driver) and the stewardess (the lady who waited on you).

At the airport, we were provided with two guides, each having 30 youths. We toured a restaurant and saw varied types of workers: cooks, bus boys, custodians, and waitresses. We were provided with a tour of a 707 and it was explained to the youths the position of the pilot, co-pilot; navigator and radio operator; the stewardess; etc. We saw huge gasoline truck drivers gasing up the airplane; we saw mail placed on the airplane and we saw mechanics servicing the airplane prior to take-off.

The guide emphasized other workers we did not see, such as meteorologist, custodians, etc.

E. Purpose: To show how jobs have changed and new jobs have come into existence.

Activity: Historical Museum Trip

Pre: A questionaire stimulated class discussion on what jobs have and possible reasons why.

Post: The class had to list what jobs they saw on their trip that still exist, which job no longer exist, and what possible future jobs may be created.

THIRD AND FOURTH GRADES: Study of all vocations could cover (about 40). Brought in one or more role models for each. With pre and post study done with teacher and class. Built a model of our city.

-Studied advanced communication, travel systems with pre and post use of media materials. Then visited airport, saw airport manager, tower controller, ground controller, tower, etc., and entered a plane.

-Brought in team on Dolls for Democracy of famous people and what they did. Children interacted with them.

FOURTH GRADE ACTIVITY

A. Purpose: To expose the children to the various workers at a sewage plant.

Activity: Sewage Treatment Tour.

Pre: The class saw a movie on a treatment plant and discussed the importance of the jobs to be found there.

Post: The children made a display of their pictures showing the jobs they liked best and why.

B. FOURTH GRADE: Newspaper Business

Preparation: 1) Initiated with a discussion from the language book on news reporting. (Specifically on how to write a news report).

Objectives: 1) To learn how to write a news story 2) To practice the use of punctuation, and good news writing style. 3) To learn about the jobs performed to produce a newspaper.

Activity: 1) Mr. Richard Saunders, of the Pontiac Press, spoke to the class as a role model for newspaper reporters 2) Field trip to the Pontiac Press Building, Pontiac, Michigan, to see total operation of newspaper plant.

Follow-up: Class wrote articles for the class newspaper.

C. FOURTH GRADE: Both fourth grade classes worked together on a Health Occupations Unit.

Preparation: The counselor showed the filmstrip "   " to the fourth graders to introduce the unit. The filmstrip had a record to accompany it describing what doctors, nurses, dentists, and other workers in the health professions do. After the filmstrip the students made a list of all the health occupations they could think of, those included in the filmstrip and others.

Activities: The fourth graders took a field trip to Pontiac General Hospital - and were able to talk to nurses, X-ray technicians, and food service employees. Two role models - a doctor and a dentist visited the school and spoke to both classes about their jobs. Two drivers from Fleet Ambulance came and gave a demonstration, and answered questions about their jobs.

Follow-up: The counselor went into the classrooms and asked each fourth grader to write his impressions of the people he met and what they said. Did he see any job which he was interested in? Was there any part of the hospital he liked or disliked? What were his impressions of Fleet Ambulance?

D. FOURTH GRADE: Field Trip to Ford's River Rouge Plant (Social Studies).

A. Pre - Activities
  1. Present filmstrip Autobiography of Automobile Manufacturing followed by discussion.

  2. Present filmstrip From Raw Steel to Rolling Wheels discussion.

  3. Present filmstrip What It Takes to Make Your Car discuss explanation to class of what they will see at the automobile and steel plants.

B. Field Trip to River Rouge Plant.

C. Post - activities: 1) Thank you letters written to the guide.
2) Class had a mock assembly line.

E. FOURTH AND FIFTH GRADES: A Trip To Greenfield Village, located in Dearborn, Michigan.

Here at this level, pupils can obtain first-hand knowledge how crudely things were made; such as automobiles, Edison's early light bulbs, the early stores. The youths can make comparisons and can think how far we have come in the light of today.

Pre - activity: The counselor learned that most of the youths had heard of Greenfield Village, but very few had been there. Those who had been there viewed the trip as an outlet for a picnic. They did not give thought to how our early workers made things in comparison to our time.

F. Post - activities: Youths in both classes were asked to write articles on the Village Blacksmith; Henry Ford; Thomas Edison; the early automobiles, etc, making some comparisons with workers of our day, and the different ways of making a living.

A Trip To Ford Motor Company, To the Steel Plant and to the Final Assembly Building.

Pre - activities: Most of our students are sons and daughters of automobile (Pontiac, GMC/TC or Fisher Body) Plant workers. The counselor learned that most of the pupils do not know specifically what their parent or parents do in a plant.
The counselor asked each student to find out: (a) what his or her parents did in a plant: (b) see if they like their job; if not why not: (c) were there promotional possibilities? (d) and was their work dangerous?

The Trip: The buildings were huge involving many types of workers. We were provided with two guides who were knowledgeable on the different jobs. The guide for the group I was in, was an ex-teacher and he took great delight in explaining the types of work, salaries, and the hazards to each job.

Post - activities: Making individualized scrap-books; and a group discussion on jobs in an automobile plant. Those who are not college bound could see the advantages of completing their high school courses and take up a trade; there were others who preferred to go to college, they felt that automobile factories were dangerous to one's health. They emphasized the dust, the noise and the heat.

FIFTH GRADE ACTIVITIES

A. FIFTH GRADE:

Purpose: To inform the children of the many workers involved in the process of making bread.

Activity: Wonderbread Tour

Pre Activity: We had a discussion about how their mothers baked bread, what ingredients were necessary and the importance of these workers to each of us.

Post Activity: We made a T.V. story of the workers at Wonderbread.

B . FIFTH GRADE: World of Work Unit

Preparation: 1) Counselor had been going into the classroom, showing filmstrips on various occupations. 2) Teacher prepared children by announcing that counselor would be coming into classroom to teach World of Work Unit.

Objectives: 1) For each child to get to know about his own self; abilities, talents, values and goals. 2) To become acquainted with families of jobs. 3) To study and report on one job or occupation of special interest to each child.

Activity: 1) Ten one hour class sessions in fifth grade, using counselor written World of Work Unit. 2) Filmstrip and discussion 3) Notebook, using Unit worksheets; Art work. 4) Oral report on a job, individually or in groups.

Follow-up: 1) Counselor surveyed the class individually with questions relative to occupational choice, and opinion of most important job.

C. FIFTH GRADE: Unit -- Human Body

Integrated into the unit was a field trip to Pontiac General Hospital. To introduce the trip the book, Let's Go To A Hospital, by Florence W. Rowland, was read to the class.

D. FIFTH GRADE: Field Trip to St. Joseph's

Actually, this was incorporated into a science unit on the human body and many activities and role models were included.

Pre Activities: Showed filmstrip "Helping the Healing Hands"

a. Discussion of occupations and professions shown.
b. Survey of relatives or friends in the Health Occupations, and their jobs.

c. Show filmstrip "Job Opportunities In A Hospital". Followed by class discussion.
d. Role Model - Dr. William Gibbs, dentist
    1. He presented a film on dentists.
    2. He explained his job role, and discussed job opportunities in the field of dentistry.
    3. Question and answer period followed.
e. Visit to St. Joseph's

Follow-up:

a. Discussion of field trip
b. Thank you letters sent to our guides (Many were published in the Hospital Newspaper.)
c. Role Model - John Steinbeck, Fleet Ambulance Driver
    1. Discussed his job and training
    2. Displayed and demonstrated ambulance equipment
d. Role Model - Dr. Jenkins, Surgeon
    1. Explained his profession and training

E. FIFTH GRADE:

Preparation: To prepare for a trip to Ford Motor Company the counselor showed the filmstrip and played the record "Raw Steel to Rolling Wheels". She introduced some new vocabulary words "ingot", "assembly line","iron ore". She showed the class a chart of how steel becomes a car and gave them a introductory lesson on how steel is made.

Activity: A field trip to the River Rouge Plant of Ford Motor Company in Dearborn, Michigan. The class visited the steel stamping plant first where hot ingots are flattened to sheet steel. From there they went to the final assembly line where Mustangs and Cougars were being assembled.

Follow-up: After the trip the counselor went back in the classroom and asked the children to write their impressions. As a guideline for the students the counselor put these questions on the board.

1. Describe what you saw?
2. What were your feelings as you toured the Rouge Plant? Example: scared, excited, bored, etc.....
3. Did you see any jobs you particularly liked or disliked?
4. If yes, what were they and why did you like them? If not, why didn't you like them?

F. FIFTH AND SIXTH GRADES: Vocational Unit of various occupations.

After observation of slides, filmstrips, books, reports, etc., the children broke up into groups, by interest level, to meet with role models. Following this, children in groups or singlely, by choice, selected projects in specific vocational areas that they were most interested in.

SIXTH GRADE ACTIVITIES

A. SIXTH GRADE:

Purpose: To have the children see one example of a government job.

Activity: Visit to the Circuit Court

Pre Activity: Held a good discussion on various government jobs involving laws and why these jobs are necessary.

Post Activity: Had the children write reaction papers on the judge and the people at the court house.

B. SIXTH GRADE: Jobs for the 70's

Preparation: Counselor discussed her role in the school and conducted class discussion on reasons for 6th graders to be aware of the job picture for the decade of the 1970's.

Objectives: 1) To inform older elementary children of the major job fields which will be needed when they leave school in the late 1970's. 2) Encourage child to begin to think of himself in the World of Work.

Activity: 1) Role Model visit: Stuart Packard, N.E.O.V.E.C., counselor showed a film and discussed "Jobs for the 70's, Parts I and II. 2) Field trip to Northeast Oakland Vocational Education Center. 3) Filmstrip by counselor in classroom, S.R.A., "Preparing for the Jobs of the 70's, Parts I and II.

Follow-up: 1) Teacher used S.R.A., Widening Occupational Roles Kit in classroom. Each student was to read any five occupational briefs and fill in a chart of specific information about each job.

C. SIXTH GRADE: Unit -- The World of Work

Materials used:
1. Widening Occupational Role Kit
2. Occupational Outlook Handbook
3. Filmstrips
    a. Where Does Father Work
    b. Where Does Mother Work
    c. How People Make a Living
    d. What Good is School
    e. Solving Personal Problems
    f. What Should I Do

These materials were used according to the directions stated in the guide found in the Widening Occupational Role Kit.

D. GRADE SIXTH:

Preparation: The sixth graders, as part of a unit of study in Health, had already learned about pollution control and sewage treatment. The counselor lead a discussion in the room about jobs connected with sewage treatment. The class made a list then viewed a filmstrip on water pollution.

Activities: The sixth grade class took a trip to Pontiac's Sewage Treatment Plant. There, they went on a tour of the plant but even more valuable, they spent an hour in the laboratory at the plant. Two chemists and a lab technician demonstrated chemical equipment for the students and performed some experiments illiciting a few students help. The lab technician, a black man, was from the same neighborhood as many of the students. He answered questions that the class had.

Follow-up: Back in the classroom the students reacted to what they had seen. Together the counselor and students examined the brochures that had been passed out at the Sewage Treatment Plant. They further discussed the duties of a chemist and lab technician. They compared these jobs to the jobs of the maintainence men they also saw at the plant.

E. SIXTH GRADE: Field Trip to the Vocational Center

Pre Activities: Role model, Mr. Bud Prottengeier, spoke to students about vocational education at the Junior and Senior High School Level. He made a slide presentation along with his talk.

I went into the room and showed the filmstrip It's In Your Hands; we then discussed the occupations shown in the filmstrip and I explained how training for many of these trades is done at the Vocational Center.

Activity: Trip to Vocational Center

Post Activities: Discussion of what was seen at Vocational Center. Also each student was assigned a research report on an occupation he was most interested in.

ADDENDUM 11

ADDENDUM 11

a. A Study by
Linda Phillips
Bethune School

A COMPARISON OF THE VOCATIONAL MATURITY OF SIXTH GRADE STUDENTS FROM A BLACK URBAN SCHOOL AND A CAUCASIAN SUBURBAN SCHOOL

by

Linda Phillips
Elementary Consultant
Bethune School

March, 1971

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

LIST OF TABLES iv

LIST OF APPENDICES v

Chapters

I. INTRODUCTION 1
    Assumptions and Terms
    Statement of the Problem
    Importance of the Problem

II. REVIEW OF RELATED LITERATURE 9

III. METHODS 18
    Instruments Used for Gathering Data and Information
    Validity and Reliability of the Instrument
    Administration of the Instrument
    Population and Sample

IV. ANALYSIS OF DATA AND FINDINGS 27
    Results
    Conclusions
    Related Findings

V. SUMMARY AND CONCLUSIONS 32
    Summary
    Limitations
    Recommendations

APPENDICES 37

BIBLIOGRAPHY 41

LIST OF TABLES

TABLE PAGE

1. Economic Status Based on Source of Income 23

2. Economic Status Based on Home Ownership 23

3. Employment Status Based on Employment of Major Wage Earner in the Home 24

4. Family Status Based on Adults with whom Child Resides 25

5. Educational Status of Parents 25

6. Raw Scores of Vocational Development Inventory Attitude Scale 28

7. Mean and Standard Deviation of Vocational Development Inventory Scores 28

8. A Comparison of Student Vocational Development Inventory Scores 29

9. A Comparison of Attitude Scale Means for Two Michigan Groups 30

LIST OF APPENDICES

Page

Appendix A 37

Vocational Development Inventory

Attitude Scale

John O. Crites, The University of Iowa

Appendix B 40

Family Data Inventory Questionnaire

I

INTRODUCTION

A great consideration within American education today is the needed preparation for future vocational employment of our youth. To many children, education is viewed as being irrelevant to later life. Oftentimes school tasks, demands, and rewards are seen as having no payoff in the future. Occupational guidance services in the schools are usually inadequate. Entry into the labor market is frequently random and non-planned. For this reason, the government of the United States has taken an interest in introjecting programs to stimulate interest in this vocational realm.

There exists the problem of introducing all children to the world of work, the development of positive attitudes toward the adult work world and the exploration of job possibilities. There are specific problems facing disadvantaged youth but less publicized are the problems of middle income students. The majority of them realize the necessity of post-high school training but they are unaware of the avenues open to them once they have completed training. Regardless of their income level, most parents cannot offer sound advice to their children to assist them in their vocational aspirations. This reflects not a lack of concern on the part of the parents but instead a rapidly changing job market.

This writer is currently involved in a federally funded program in Pontiac, Michigan. This program has two main objectives. The first is to increase student knowledge of occupations and the second is to improve occupational self-concept of students. This project is basically concerned with these two main objectives of the Pontiac program but specifically the second objective.

Therefore, the purpose of this study was to formalize a comparison between vocational maturity attained at this time in a Caucasian suburban school and a Black urban school at the sixth grade level. Both schools are within the jurisdiction of the Pontiac City School System.

An Elementary Career Consultant is located in each of the two schools mentioned. The role of these counselors is to assess the existant awareness of vocations and to move forward at increasing this awareness. This is accomplished by bringing in role models, taking field trips, teaching World of Work Units in the classroom, and other activities such as career assemblies, bulletin board displays and vocational role playing.

Assumptions and Terms

Assumptions

a. The general assumption to be tested in this study was that vocational maturity and awareness in a Black low income area with minimal vocational guidance activities will appear lower than that of a Caucasian middle class area with the same amount of guidance.

b. An individual's vocational maturity was partially dependent upon the home environment and background.

c. An individual's vocational maturity is related to preparation and development provided by the school including teaching staff, counselor, and principal.

Terms

Terms of significance to this study as defined by English and English (1958) are as follows:

1. Vocation - . . . the way in which one earns his living. (p. 586)
2. Occupation - . . . (1) an activity which a person regularly engages for pay. (2) whatever one is doing. (p. 354)
3. Self-concept - . . . the ideas, feelings, and strivings that are recognized, interpreted, and valued by the individual as his own. (p. 486)
4. Self-awareness - . . . knowledge of one's traits or qualities; insight into, and understanding of, one's own behavior and . . . motives . . . self comprehension = self-awareness. (p. 486)
5. Modification - . . . (1) any change in structure or behavior . . . (2) variations in the phenotype due to environment influences. (p. 327)

Terms as defined by Super, et. al. (1957)

6. Vocational maturity - . . . the life stage in which the individual actually is, as evidenced by the developmental tasks with which he is dealing, in relation to the life stage in which he is expected to be, in terms of his age. (p. 57)

7. Vocational developmental task - . . . a task encountered at or about a certain period in the life of an individual and deriving from the expectation that members of a social group manifest a relatively orderly behavioral sequence in preparing for and participating in the activity of work. (p. 132)

Terms as defined by Crites (1969):

8. Vocational development - . . . a process of acquiring, clarifying and implementing a self concept through preparation for and participation in the World of Work. (p. 10)

9. Occupational - . . . all the various aspects of the World of Work, e. g. labor-market conditions as well as automation and retirement plans, rather than just a circumscribed set of job duties and tasks. (p. 16)

10. Vocational attitudes - . . . vocational . . . choice attitudes are . . . connotative in nature and refer to involvement in choice process, orientation toward work, independence in decision making, preference for choice factors, and conceptions of the choice process. (p. 5)

Terms as defined by Super (1951):

11. Vocational guidance - . . . the process of helping a person to develop and accept an integrated, and adequate picture of himself and of his role in the World of Work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society. (p. 92)

12. Urban - In this study urban is used to identify a large city, a group of people living close together organized into a community.
13. Suburban - Suburban is used to denote those smaller communities outside a major city that are politically independent but economically linked to the larger urban area. This group of people do not live as closely together as the urban group does.
14. Socio-economic status - Socio-economic status is described in terms of source of income, home ownership, employment status and educational attainment.

Statement of Problem

The hypothesis presented is that Caucasian suburban Pontiac students will attain significantly higher Vocational Development Inventory scores than Black urban students.

A very essential subordinate concern is that of acknowledging the greater limitations of environmental background of Black students. Their peers, parental figures and other authority figures are representative of a limited career range. The growth processess of these students have been affected due to race, education, and economical status.

A second subordinate problem deals with the guardianship provided for child rearing. The results of the Family Inventory Questionnaire (See Appendix B) given in the Black school as compared to the Caucasian school shows that more Black students lack an upbringing by dual parental authorities. Patriarchal figures are frequently non-existant as a home authority. Since many Black mothers are supported by ADC even less vocational awareness is provided. Kemp (1966) outlines problems facing disadvantaged youth:

> A tendency for them to stay within their immediate environment and thus remain unfamiliar with area beyond their neighborhood problems.
>
> Little experience with successful adult models whom they can look up to.
>
> A scarcity of such things as books, instructive toys, pencils and paper, and the inability of anyone in thehome to explain their use.
>
> Parents who do not have the time or the knowledge to teach their children or to help them acquire information and good experiences.
>
> A slum environment which lacks variety and stimulation for a healthy life.
>
> A lack of successful experiences, which conditions them for failure and demoralizes them to the estimate of their own competencies.
>
> An education which does not meet their need for occupational training and frequently seems unrelated to their world. (p. 3-4)

A third significant subordinate problem relates to the role of the elementary counselor in her individual school. The role of the counselor depends upon the needs of the children. The federal proposal in Pontiac established a program with nine elementary counselors in nine elementary schools of different socio-economic, ethnic orientations. All counselors are prepared and expected to fulfill certain basic functions similarly in accordance with the projects objectives. However, since Black students and Caucasian students do differ in background and growth development, the role of the counselor would need to be vastly different in each setting. A counselor in this Black school would most likely need to utilize more vocationally developmental materials and activities to make up for the discrepancies.

Importance of the Problem

The importance of the problem presented in this study has great relevance for this counselor for several reasons as well as educational significance.

First as a new elementary counselor in a new federal program the writer found necessity in determining the vocational maturity presently attained by representative sixth graders. This information would serve to clarify the direction vocational consulting would need to take in this school. Also, this information would help the staff of nine counselors to see the need for differing approaches to vocational guidance within each of their assigned schools.

Second, this study will serve as a partial evaluation of the elementary vocational consultant program of the Pontiac City School.

The educational significance of this study is that the Vocational Development Inventory scores and the project in general will help to determine if there is a need for career guidance programs to begin at the elementary level as compared to the secondary approach previously manifested.

Too often students enter high school with little or no awareness of what the world is about. They have had few opportunities to be exposed to the adult world entailing entering an occupational area to be a fully functioning citizen in society. This lack of direction actually connotates a lack of connection between the individual's academic self and actual self. For this reason many students fail to grasp important academic concepts as they seem to have little relevance to their later life. This is where the significance of this study lies. The school's failure to provide early vocational information forces a student to fail to make a connection between his studies and his life. When a child sees for example that a mailman must be able to read in order to find directions in street signs, add in order to properly stack his mail as well as separate by zip codes, he begins to see the need for his reading, writing, and arithmetic.

This study should be able to point out that a secondary school approach is much too late to begin to develop a student's occupational awareness.

II

REVIEW OF RELATED LITERATURE

Vocational maturity of students is related to vocational psychology, vocational theory, vocational choice, socio-economic status and aspiration, and vocational attitude research. The literature in any one of these categories is vast and comprehensive. The writer has chosen to deal with pertinent studies of vocational theory, vocational maturity and socio-economic status since these variables were deemed most important to the study.

Literature on Vocational Theory

Crites (1969) defines vocational choice theory as a study of how individuals choose occupations and why they select and enter different occupations. He further discusses the phenomena of chance in occupational choice. He believes that while chance does not decide ones occupation it does have an impact.

Roe (1947) describes vocational development as interaction among hereditary, environmental and experiential variables. This interaction determines whether or not a need is gratified or frustrated. The need system motivates the vocational development process. Roe (1956) maintains that the need for self-actualization is most important in vocational choice.

Ginzberg (1951) divided the process of occupational decision making into three distinct periods: the period when he is between the ages of six and ten he makes a fantasy choice, the period known as adolescence (ages 11-18) he makes a tentative choice, and the last period (adulthood or ages 18-24) when he makes a realistic choice. He further subdivided the tentative choice stage into four stages: Interest stage (11-12), Capacity stage (13-14), Value stage (15-16), and Transition stage (17-18). Of the Interest stage he states that children now begin to formulate their choices in terms of their "likes" and "interests". Their choices are related to the work of their fathers but most always refer to their own interests.

Ginzberg (1951) found that eleven-year-olds are aware that their interests change as they grow up. He states that the process of deciding one's occupation is largely dependent on age and general maturation not socio-economic level. In this study he interviewed a group of 13 and 14-year-old boys from lower income families and found that this group showed marked parallels to the boys of the same age in the upper income group. They all had discarded their fantasy choices and most of them had a single occupational choice based on interests. He found, however, that there were differences between the two groups with regard to the content of ideas during the decision making process. The upper income group had a much wider range of choices and was in a better position to obtain the preparation required for the realization of their final choice. The lower income group was found to have a low to modest level of expectation with respect to occupational choice. Ginzberg concludes that normal vocational development can be expected if ingredients such as work models, adequate occupational activities, and reality-testing activities are present in adolescent life.

Super (1953) used the term vocational development instead of vocational choice. When he developed his theory he identified five vocational developmental tasks: Crystallization (ages 14-18), Specification (ages 18-21), Implementation (ages 21-24), Stabilization (ages 25-35) and Consolidation (ages 35+).

Super (1953) devised ten principles on which his theory is founded. One principle important to this study states:

> The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and the opportunities to which he is exposed. (p. 189)

Another principle related to vocational theory:

> The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work and entry jobs. (p. 190)

Literature on Vocational Maturity

Super (1955) introduced the concept of vocational maturity describing it as the series of life stages an individual passes through from the time of his early fantasy choice in childhood to his retirement from work in old age. These stages, Super (1957) believed, corresponded with a phase in the development of self-concept.

Crites (1961) found that the indices of vocational maturity have correlated more highly with intellective variables rather than nonintellective variables rather than nonintellective variables. Crites also found that there was a pronounced tendency for younger subjects (fifth and sixth grade) to answer "true" to most of the items on the Vocational Development Inventory Attitude Scale. Crites (1969) completed survey research on the vocational maturity of these groups (disadvantaged, Mexican Americans, American Indians, and Negroes) were lower as compared with Iowa students of similar educational attainment.

Cooter (1966) tested samples of Negro high school students in Pennsylvania and found that racial background influenced vocational maturity. The mean score of these subjects (32.39) was lower than that of the Iowa norm group (36.50) at the ninth grade.

Crites and Semler (1967) tested males and females with a variety of measures of achievement, adjustment, intelligence, and personality. They followed it up with the Attitude Scale and found that educational achievement and vocational maturity are related to adjustment status and, secondly, that educational achievement and vocational maturity are related to each other.

Literature on Socio-Economic Status and Aspiration

Super (1969) states that parental socio-economic status is the starting point of the career pattern and one of its major determinants.

Henderson (1966) found that both lower and middle class youths aspired ideally to the same type of occupation: those in the professional and managerial fields. A greater percentage of the lower class youth who ideally aspired for a profession did not realistically expect to attain it. Only 12.1% of middle class youth did not expect to attain their ideal. The parents of lower class students did not seek to motivate them toward middle class goals but instead prepared them for failure in performing middle class tasks.

Cover (1968) and Harris (1966) used the Vocational Development Inventory Attitude Scale on high school and college students and reported no significant difference between vocational maturity scores and socio-economic status. Socio-economic status was measured by father's occupation and/or father's educational level and source of family income.

Crites (1969) concluded after Cover and Harris researched Crites' instrument (VDI Attitude Scale) that vocational attitude maturity is not related to socio-economic status but that parental educational level may be a factor. He added that additional data are needed.

Jalkanen (1970) administered the Vocational Development Inventory to both urban and suburban students in grades sixth, eighth, tenth, and twelfth. He found no significant difference in VDI scores of students except at the tenth grade level. Jalkanen also found that a Black urban experimental school, one that had been exposed to a three year structured career guidance program, received significantly higher VDI scores than the other groups (urban control, suburban segregated, and suburban intergrated) in the study.

Super and Overstreet (1960) found that parental occupational level (the best established measure of socio-economic status) was significantly related to three of the four indices of orientation to vocational choice of the career pattern study. In general, type of dwelling and parental educational levels were unrelated to vocational maturity in ninth-grade boys.

Davis, Hagan, and Strouf (1962) tested and substantiated Ginzberg's theory of vocational choice, finding that sixty per cent of the sixth graders tested made tentative vocational choices. The more mature choices correlated positively with intelligence and the female sex. Socio-economic level and race had little or no relation to the occupational choice maturity of the children.

✓ Super (1969) states that a ghetto youngster who has fewer opportunities from which to choose may still make choices in the same way as the middle class boy or girl with more opportunities. Whether the father is present or absent seems to have the same effect in either type of socio-economic situation. Most writers agree that absence of a father contributes to low level of vocational awareness.

Galler (1966) compared two groups of children ages 10-14, one of lower class background and one of upper-middle class background. The children were asked to answer an essay question pertaining to a job choice and to give their reasons for wanting that particular job. He found that upper-middle class children choose more high social status occupations than lower-class children.

Galler also found that the lower children in both groups (lower class and upper-middle class) tended to chose more upper status jobs than younger children. An interesting observation Galler made was that a higher proportion of lower class girls and boys choose "Professional Entertainer" as a future career. He interrpreted this as a sign of immaturity because he noted it appearing more often in the choices of the younger children of both groups.

✓ De Fleur (1963) interviewed both urban and rural children, ages 6-13, to determine what the role requirements were and status positions of selected occupations. The occupations were grouped in three categories: those seen by children in the community, those frequently shown on TV, and those well known to adults but not visible to children. He found that personal contact was the most effective source of occupational information. Television was the second most important source.

Stewart (1959) investigated relationships between socio-economic status and children's attitudes toward occupations and relationships between these occupational attitudes and certain types of children's behavior. He interviewed a sample of fifth grader boys representing a variety of social classes, asking them to associate various symblos of socio-economic status with a set of pictures showing men working. He found that social class was a factor in the occupational attitudes of boys in the fifth grade.

In a study undertaken by the United States Department of Labor (1965) the crises faced by the Negro family were identified:

(1) Females head almost one-fourth of the families.

(2) There is an increase on dependency upon welfare due to the breakdown of the family.

(3) Male children have little knowledge of father's occupation.

(4) Negro youth seldom are exposed to satisfactory role models.

Level of aspiration is considered by some writers to be a component of vocational maturity.

Thomas (1956) found some evidence that family socio-economic status is more influential than parents occupation alone in determining the aspirational level of boys.

Sprey (1962) found that Negro boys had significantly lower aspirations than Caucasian boys and also lower than both Caucasian girls and Negro girls.

✓ Leonard (168) found job aspirations of students in a low socio-economic level were affected by a program of career guidance activities. The level of aspiration of students in the experimental schools of the Developmental Career Guidance Program did increase significantly over that of students in the control schools.

Deutsch (1969) studied fourth, fifth, and sixth graders in a 99% Negro school and an almost all-white school. Academic performance, socio-economic variables. personality, self-attitude factors, and occupational aspirations were measured to determine how they were related. The two groups (experimental Negro and white control) were compared on each factor. He found that both Negro and white elementary boys aspire to high status occupations in an unrealistic way. There was no significant difference between experimental and control group boys when aspirations were compared.

✓ Holloway and Berreman (1959) administered an openended questionnaire to Negro and white male pupils of sixth, seventh, and eighth grades. Both middle class and lower class were represented by black and white students. The questionnaire elicited both realistic aspirations and practical plans in regards to education and occupation. They found that educational aspirations of both classes and both races were high and essentially equal. Lower classes, facing obstacles to achievement, plan somewhat lower than they aspire. The Negro lower class did not show a greater tendency to plan below aspirations than white lower class. White middle class occupational aspirations were significantly higher than those of white and Negro lower classes. Negro middle class was found to have low aspiration when compared to white middle class.

III

METHODS

The two schools selected for this study were chosen because data could be easily collected from the schools. The selected schools fit the classification of a Black urban school and a Caucasian school. The assessment instrument was chosen on the basis of its appropriateness in measuring vocational maturity. A Family Data Inventory Questionnaire was designed by the writer to determine the background of the students. The writer also had to check student records to supplement data material.

Instruments Used for Gathering Data and Information

In order to provide assessment of vocational maturity and development, the comparison between the two schools was compiled through the use of the Vocational Development Inventory Attitude Scale, John O. Crites, The University of Iowa.

The Vocational Development Inventory contains 50 item statements to which the student , on a separate answer sheet, must darken in a T or F response signifying whether he agrees or disagrees with the statement. Items were written which described various concepts of the vocational choice process , feelings about making career decisions, and work values. (See

Appendix A) The concepts used to write items for the Attitude Scale were these:

> (1) involvement in the choice process, (2) orientation toward work, (3) independence in decision making, (4) preference for vocational choice factors, and (5) conceptions of the choice process. (Crites, 1969, p. 204)

The first Attitude Scale consisted of 100 items. Grade and item analyses was completed by Crites based on a standardization sample of 2822 subjects. Fifty out of the 100 items were related to both age and grade and were selected for the Attitude Scale in its present form. Item endorsement for most items (43 out of 50) followed a pattern of true responses in lower grades and a majority of false responses in upper grades. The items were largely statements of immature attitudes.

Validity and Reliability of the Instrument

The Attitude Scale was standardized at the lower end of the adolescent developmental continuum on fifth and sixth graders and its scoring key at the upper end was derived from the majority responses of twelfth graders.

The reliability of the Attitude Scale has been appraised in two ways: (1) by computing internal consistency estimates and (2) by test-retest coefficients. The internal consistency coefficient reliability is .84 at the sixth grade level. The test-retest coefficient was .71 and the standard error of measurement was 3.12. The reliability of this is sufficient for this study.

The "criterion related" validity of the attitude scale was related to three different external variables: vocational aspiration, vocational choice, and vocational maturity. Bathory (1967) correlated the VDI with the Miller-

Haller Occupational Aspiration Scale and obtained r's of .39 and .31 (twelth grade). Cooter (1966) obtained an r of .38 (ninth grade) between the attitude scale and the Readiness for Vocational Planning (RVP) Scales. Evidence of content validity comes from ten judges' responses to the scale and scoring key. There was 74% agreement between the judges and the items. Thus validity has been satisfactorily established.

The attitude scale was standarized on large samples of male and female elementary and secondary students in grades 5-12.

A readability study of the Vocational Development Inventory was carried out to determine if the test was a suitable test to give to sixth graders. A computer program at Oakland Schools was used. The program was the Dale-Chall reading formula. This formula takes into consideration the average sentence length and number of uncommon words. It was found that three samples of test language had a readability level of fourth and fifth grade levels. Thus the test is deemed appropriate for use with sixth graders.

Administration of the Instrument

Prior to distributing the attitude scale the counselor related to the students that the instrument was not a test but instead an inventory to survey their feelings about occupations. The need for importance of honesty was stressed. The confidentiality was stressed also.

The Family Data instrument was administered by the counselor reading the questions orally after explanations of the students questions were given.

Following this procedure the inventory form was passed out. Directions were read aloud. Following this the counselor read orally each inventory item having them respond as the counselor went along. This was done for clarification purposes.

Population and Sample

A large population was not deemed necessary for the purposes of this study. The sample was hoped to reflect typical sixth grade classrooms from each school. Each class had 25 students. This writer selected the class for study and recommended the other counselor choose the class on the basis of her rapport with the students and teacher.

The data collected include the following as related to the hypothesis:

Hypothesis scale a) Vocational Development Inventory Attitude Scale
b) Family Data Inventory Questionnaire

The data was collected by the writer at her own school and the fellow worker at her designated school. Due to familiarity of the counselor with her school it was believed to have been most advantageous. The counselor constructed the Family Data Information Form, distributed them and collected them.

As stated previously the study deals with the vocational maturity of Caucasian suburban sixth grade students and Black urban sixth grade students. It is necessary now to deal with the socio-economic characteristics of the families of the students involved in the study. School records and the Family Data Inventory yielded information on the home conditions, educational attainment of parents, the presence or absence of a father in the home, and occupation of father (or mother).

Sample Characteristics

Economic Status

The economic status of the families residing in the Black, urban area is below that of all other Pontiac City areas. The majority of the students reside in a housing project and there are proportionately more buildings that can be considered sub-standard than other sections of the city. The number of families receiving some form of welfare is higher than other sections. Most of the fathers are employed by local factories. Working mothers are employed in some type of service occupation. The range of occupations is very constructed. No one was employed in a professional or managerial occupation. An index on income was not possible due to community resistance.

The limited information that was available made it impossible to use one of the common indexes of economic status. An index based on the employment of the parents was used. It is assumed that this index reflects the economic conditions of the home. The income based on employment of the father could be considered higher than income earned by mother is also assumed.

A comparison of the economic status of the families of children involved in the study indicated that the Caucasian urban group had more fathers employed and more home ownership. Table one depicts the economic status of the two groups based on source of income:

TABLE 1

ECONOMIC STATUS
BASED ON SOURCE OF INCOME

ECONOMIC STATUS*	1	2	3	4
Black School	5	12	3	5
Caucasian School	0	4	19	2

*1. Welfare (ADC)

*2. Mother only working

*3. Father only working

*4. Both parents working

Economic status of the Caucasian school is higher than that of the Black school.

Table two depicts economic status of the two groups based on home ownership:

TABLE 2

ECONOMIC STATUS
BASED ON HOME OWNERSHIP

ECONOMIC STATUS*	1	2	3
Black School	16	4	3
Caucasian School	0	3	22

*1. Resides in Housing Project

*2. Rents house

*3. Owns house

More homes are owned by families of the Caucasian school than the Black school.

Table 3 shows the employment status of the two schools being described in this study.

TABLE 3

EMPLOYMENT STATUS BASED ON EMPLOYMENT
OF MAJOR WAGE EARNER IN THE HOME

EMPLOYMENT STATUS	1	2	3	4	5	6	7	8
Black School	0	0	3	4	1	10	2	5
Caucasian School	10	3	5	3	4	0	0	0

*1. Professional and Technical

*2. Proprietors and Managers

*3. Clerical and Sales

*4. Services

*5. Skilled

*6. Semiskilled

*7. Unemployed

More parents of the Caucasian suburban school were employed in white collar jobs than the Black urban school.

Family Status

School records and the Family Data Inventory Questionnaire contained information regarding the presence or absence of a father in the home. The most recent information was used.

TABLE 4

FAMILY STATUS BASED ON ADULTS WITH WHOM CHILD RESIDES

	Black	Caucasian
Families with father absent	15	4
Families with father present	9	19
Student resides with a guardian	1	2

The Caucasian suburban group had more children coming from intact homes.

Educational Status

The educational status of the families of the two groups was also determined. The majority of parents of the students in the Black school has some high school. There were only two cases where a parent had attended college and there were no college graduates. In the Caucasian suburban school all but a few graduated from high school and many hold college degrees. Information presented is based on educational attainment of both father and mother except in a few cases in the Black urban school where information on fathers educational attainment was impossible to secure.

TABLE 5

EDUCATIONAL STATUS OF PARENTS

EDUCATIONAL STATUS *	1	2	3	4	5
Black School	10	21	14	2	0
Caucasian School	0	7	18	12	13

*1. Elementary School

*2. Some high school

*3. High School Graduate

*4. Some College

*5. College graduate or above

The educational status of the Caucasian suburban school is higher than that of the Black urban school.

Ability and Achievement Status

On the California Test of Mental Maturity the sixth grade mean IQ score was found to be 86 in the Black urban school and 104 in the Caucasian suburban school. The test was given in January of this year and 1963 Norms were used to arrive at the results. On other testing that has been carried out in the Pontiac school system this Black urban school has consistently scored lower than the Caucasian suburban school.

IV

ANALYSIS OF DATA AND FINDINGS

The hypothesis tested here is that Caucasian suburban students elicit a significantly higher level of vocational maturity than Black urban students.

The F ratio and t test were the statistical tests carried out to determine if there were significant differences between the two groups.

This chapter also contains related findings considered pertinent to the study.

Results

Table 6 presents the raw scores of the Vocational Development Inventory Attitude Scale.

Table 7 presents means and standard deviations for both groups.

465

TABLE 6

RAW SCORES OF VOCATIONAL DEVELOPMENT INVENTORY ATTITUDE SCALE

SUBJECT	CAUCASIAN SUBURBAN SCHOOL	BLACK URBAN SCHOOL
1	28	23
2	32	32
3	38	21
4	30	19
5	30	18
6	32	18
7	24	29
8	37	30
9	27	30
10	8	24
11	29	29
12	30	27
13	34	32
14	27	26
15	28	22
16	24	26
17	30	32
18	31	28
19	34	30
20	38	33
21	29	20
22	27	38
23	26	32
24	27	25
25	26	26

TABLE 7

MEAN AND STANDARD DEVIATION OF VOCATIONAL DEVELOPMENT INVENTORY SCORES

CAUCASIAN SUBURBAN	BLACK URBAN
$\underline{N}$ = 50	$\underline{N}$ = 50
$\overline{X}$ = 29.040	$\overline{X}$ = 26.760
S.D. = 5.875	S.D. = 5.252

TABLE 8

A COMPARISON OF STUDENT VOCATIONAL
DEVELOPMENT INVENTORY SCORES

CAUCASIAN SUBURBAN	BLACK URBAN	df	F	t
N = 50 $\bar{X}$ = 29.040	N = 50 $\bar{X}$ = 26.760	48	2.091	1.446

A t - test of significance indicates that a significant difference (.05) does not exist between the scores of the Caucasian suburban and Black urban students in this study. Based on the t - test of significance with indicated degrees of freedom and t - scores, the hypothesis is rejected.

Conclusions

The results indicate that the Caucasian suburban students and Black urban students are not significantly different in vocational maturity as measured by the Vocational Development Inventory.

Related Findings

Several significant findings appear when compared to previous research with the Vocational Development Inventory instrument. Table 9 reports the findings of Jalkanen (1970) as compared to the findings of this study. Jalkanen's sample (Michigan I) resided in suburban segregated schools in Madison Heights and urban experimental and control schools in Detroit, Michigan. The urban control group was neighboring school that had not been exposed to a structured Career Guidance Program.

TABLE 9

A COMPARISON OF ATTITUDE SCALE MEANS FOR TWO MICHIGAN GROUPS

GROUP	GRADE	MEAN
Michigan I		
Suburban Segregated (Caucasian)	6	25.63
Urban Experimental (Black)	6	28.50
Urban Control (Black)	6	22.12
Michigan II		
Caucasian Suburban	6	29.04
Black Urban	6	26.76

Results

Table 9 indicates that urban experiemental students (a career guidance Program) achieved higher mean socres than both urban control students (no career guidance program) and Black urban students (minimal career guidance progran). The Caucasian suburban group of the Michigan II study (Pontiac) scored higher mean scores than the suburban segregated group of the Michigan I study (Madison Heights).

Conclusions

The results permit the conclusion that differences in mean scores do exist between schools which have a structured career guidance program and schools that do not have a structured career guidance program or that have minimal career guidance activities.

V

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the vocational maturity of sixth graders in a Black urban school and a Caucasian suburban school. The subjects, 25 from each school, were selected and administered the Vocational Development Inventory Attitude Scale. Previous to this each student was asked to complete a Family Data Inventory Questionnaire to provide family background on each student. This questionnaire along with school records was helpful in obtaining information on the economic status, family status and educational status of the parents of the sixth graders. The parents of the Caucasian suburban school had a higher economic status, attained a higher educational level and had more white collar jobs than that of the Black urban school. The Black urban school had fewer homes with both parents present in the home.

No significant difference was found to exist between the two schools on vocational maturity as measured by the Vocational Development Inventory Attitude Scale. Research studies encouraged the writer to believe that Black urban students would achieve lower Vocational Development Inventory scores in a similar way as Black and other minority group students achieve lower standard achievement test scores.

Several assumptions can be made to explain these findings. The Black urban school recently participated in a year-federally funded Self-Concept Project. For some time now educators have known that there are many factors other than ability that affect a student's school performance. How the student views himself . . . his self-concept, relates to his work. Deutsch (1960) found that Negro children had significantly more negative self-images than did Caucasian children. Dreger and Miller (1960) in their review of comparative studies of Negroes and Caucasians note that Negroes have lower self-concepts. The Negro's self-concept is an important consideration in programs designed to upgrade achievement.

The Self-Concept Program at this particular Black school in Pontiac was designed to enable students to acquire and express positive views of self. Some of the activities of the project were "I CAN-I WILL" motto throughout the school, school newspaper, role models , Toastmaster and Toastmistress Club, "Proud-Of" bulletin boards, bi-weekly assemblies, "Citizen of the Week", Model Building Club, "Mr. Proud's Reading Club", and positive grading. The entire school and community got behind this project and made it a success. Parents participated with award assemblies; classrooms wrote songs praising their school.

The federal funding is no longer there but many facets of the program are still carried on. Smith (1970), in a study testing the effects of this project to improve Black fourth, fifth, and sixth grade students' self-concept, found that the experimental group showed significantly higher means on subscales of the Piers Harris Self-Concept Scale. Super (1953) in his ten principles which are the foundations of his theory states:

> The process of vocational development is essentially that of developing and implementing a self-concept . . . (p. 190)

The Black urban students, possessing a more positive self-concept, would implement this in their vocational development. It is assumed that they would aspire higher when choosing a job due to their more positive self-concept. This might possibly account for their Vocational Development Inventory scores not being significantly different than those of Caucasian suburban students with many more opportunities and a family background more conducive to occupational awareness.

Another possible explanation of the findings is that both schools have had the services of an Elementary Career Guidance Consultant since September of 1970. The counselor at the Black urban school, recognizing the needs of the students in her particular building, began an Employment Agency that the students applied to in order to secure jobs in the school (cafeteria worker, safety patrol, etc.) Extensive work was done in the fifth and sixth grades in order to increase job awareness. The classes had experience in filling out job application forms and participated in role playing job interviews. Between September and January (the month the two groups were administered the Vocational Development Inventory) the 25 sixth graders in the Black urban school had taken several field trips (busses were more available at the Black urban school) geared toward vocational awareness. They had viewed World of Work filmstrips and discussed jobs they had seen.

The counselor at the Caucasian school did not have busses available until after January and was unable to do many of the same kind of activities that the counselor in the Black urban school was doing. At the time the Vocational Development Inventory Attitude Scale was given, the sixth graders at the Black urban school had had more vocational awareness experience than the sixth graders at the Caucasian suburban school. This might account somewhat for the fact that although very different in home background there was no significant difference in the group's scores on VDI.

A significant conclusion of this study is the realization that there is a need for a structured career guidance program at all schools regardless of family background and student achievement. In our urban areas where disadvantaged children exist there is an unemployment crisis that needs to be resolved. Vocational projects of this nature will increase the aspirations of these students as well as develop positive attitudes necessary for vocational success. In suburban communities students seldom have an opportunity to participate in vocational activities. It is just as important for them to have these experiences. Often the commuting father is absent from the home much of the time. He has little contact with his child and is unavailable as a role model. Enhancing the vocational growth of the student is part of the developmental process in which elementary guidance is founded.

Limitations

It should be noted that there are several limitations inherent in a study of this type. The population was small and not neccessarily representative of a Black urban school and Caucasian suburban school.

Comparisons were made of students based on race, socio-economic status, place of residence, achievements scores, and presence or absence of father in the home. Other factors, however, can have a meaningful impact on vocational attitudes. Factors such as peer influence, family attitude and attitudes of school personnel were not taken into account in this study.

The instrument used has some limitations also. The Vocational Development Inventory measured attitudes towards vocations. Aspirations, job knowledge, and self-knowledge are all components of vocational maturity but were not measured by the instrument used. Thus the conclusions made are based on vocational attitudes only.

Recommendations

Based on the findings of this study it is recommended that further research be carried out to determine the effectiveness of the Pontiac Career Guidance Project. A comparison should be made with an elementary school that does not have the services of a consultant and one that does. Vocational Development Inventory scores should be obtained to measure the vocational maturity of both the control and experimental school.

Other recommendations would be:

1. Pontiac's Career Guidance Program should be extended to all 29 of its elementary schools.
2. The Career Guidance activities that began at the elementary level be carried on up into the junior and senior high schools by the counselors in those secondary schools.
3. The Black urban school should continue with the activities set up for the Self-Concept Program and other Black schools in the school system should be urged to adopt the same program or a similar one.

APPENDIX A

VOCATIONAL DEVELOPMENT INVENTORY
ATTITUDE SCALE

JOHN O. CRITES, Ph.D.
THE UNIVERSITY OF IOWA

There are a number of statements about occupational choice and work listed in this booklet. Occupational choice means the kind of job or work that you think you will probably be doing when you finish all of your schooling.

If you agree or mostly agree with the statement, use your pencil to blacken the circle in the column headed T on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the circle in the column headed F on the answer sheet. Be sure your marks are heavy and black. Erase completely any answer you wish to change.

1. Once you choose a job, you can't choose another one.
2. In order to choose a job, you need to know what kind of person you are.
3. I plan to follow the line of work my parents suggest.
4. I guess everybody has to go to work sooner or later, but I don't look forward to it.
5. A person can do any kind of work he wants as long as he tries hard.
6. I'm not going to worry about choosing an occupation until I'm out of school.
7. Your job is important becuase it determines how much you can earn.
8. Work is worthwhile mainly becuase it lets you buy the things you want.
9. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
10. I often daydream about what I want to be, but I really haven't chosen a line of work yet.

11. Knowing what you are good at is more important than knowing what you like in choosing an occupation.

12. Your parents probably know better than anybody which occupation you should enter.

13. If I can just help others in my work, I'll be happy.

14. Work is dull and unpleasant.

15. Everyone seems to tell me something different; until now I don't know which kind of work to choose.

16. I don't know how to go about getting into the kind of work I want to do.

17. Why try to decide upon a job when the future is so uncertain.

18. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.

19. I don't know what courses I should take in school.

20. It's probably just as easy to be successful in one occupation as it is in another.

21. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

22. There are so many things to consider in choosing an occupation, it is hard to make a decision.

23. I seldom think about the job I want to enter.

24. It doesn't matter which job you choose as long as it pays well.

25. You can't go very far wrong by following your parents' advice about which job to choose.

26. Working is much like going to school.

27. I am having difficulty in preparing myself for the work I want to do.

28. I know very little about the requirements of jobs.

29. The job I choose has to give me plenty of freedom to do what I want.

30. The best thing to do is to try out several jobs, and then choose the one you like best.

31. There is only one occupation for each person.

32. Whether you are interested in a particular kind of work is not as important as whether you can do it.

33. I can't understand how some people can be so set about what they want to do.

34. As long as I can remember I've known what kind of work I want to do.

35. I want to really accomplish something in my work--to make a great discovery or earn lots of money or help a great number of people.

36. You get into an occupation mostly by chance.

37. It's who you know, not what you know, that's important in a job.

38. When it comes to choosing a job, I'll make up my own mind.

39. Choose an occupation which gives you a chance to help others.

40. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.

41. I have little or no idea of what working will be like.

42. Choose an occupation, then plan how to enter it.

43. I really can't find any work that has much appeal to me.

44. Choose a job in which you can someday become famous.

45. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.

46. Choose a job which allows you to do what you believe in.

47. The most important part of work is the pleasure which comes from doing it.

48. I keep changing my occupational choice.

49. As far as choosing an occupation is concerned, something will come along sooner or later.

50. Why worry about choosing a job when you don't have anything to say about it anyway.

APPENDIX B

FAMILY DATA INVENTORY QUESTIONNAIRE

NAME ____________________ ADDRESS ____________________

SCHOOL ____________________ TEACHER ____________________

1. Are both of your parents living at home with you?

2. If not, who do you live with?

3. What work does your father do?

4. If your mother works outside the home, what kind of work does she do?

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ADDENDUM 11

b. A Study by
Christine M. Jones
Whitfield School

A STUDY OF OCCUPATIONAL CHOICE
OF A MIDDLE-CLASS SUBURBAN SCHOOL POPULATION:

The Relevance of Findings to the:

1. Roe Personality Theory of Vocational Choice.
2. Ginzberg, Ginsburg, Axelrad and Herma Theory.

by

Christine M. Jones
Elementary Consultant
Whitfield School

June 1, 1971

VOCATIONAL DEVELOPMENT

TABLE OF CONTENTS

Page

1. Title page
2. Table of Contents 1
3. Introduction: Purpose of Study 1
4. Literature on Vocational Theory 3
5. School Community Characteristics 5
6. Methods 6
7. Tabulation of Responses and Comments on Findings 7
8. Compiled lists — A) Childrens' Occupational Choices
   B) Most Important Occupations
9. Conclusions: General Conclusions 11
   Conclusions Relative to Roe Theory 13
   Conclusions Relative to Ginzberg Theory 14
10. Summary 16

INTRODUCTION

As counselor in an Elementary Vocational Guidance Program in the city of Pontiac, Michigan, I am involved with the occupational development of school age children. This program has two main objectives. The first to increase student knowledge of occupations and the second is to improve occupational self concept. Therefore, I am involved with occupational experiences of school children ranging from age five in kindergarten to age 12 in sixth grade. These experiences include bringing in role models, taking field trips, teaching World of Work Units in the classroom, career assemblies, bulletin board and other displays.

Having elected this seminar in vocational theories, I began to wonder if there was any developmental pattern which could be observed in the occupational choices and concepts of these children in my program. Two of the vocational development theories considered in this course are concerned with childhood and early vocational self-concepts. These are the Roe Personality Theory of Vocational Choice and the Ginzberg, Ginsburg, Axelrad and Herma Theories. After having become acquainted with these theories, I wanted to investigate the possibility that either one or both of these theories could be operating in the school population in my charge. More specifically, was there any evidence that Roe's contention that heredity, environment and experiences of a child motivate occupational choice?

I was also intrigued with the Ginzberg theory that occupationad decision making was divided into three distinct periods. I was particularly interested in the "Fantasy" choice period from age five through eleven. The great majority of my students fall into this age group. Were there any developmental stages or patterns of choice in this Fantasy period? Ginzberg indicates no breakdown of this period into stages, as he does the two later stages in his theory. I decided to try to find out if there were any patterns or trends I could see in my students' occupational choices.

LITERATURE ON VOCATIONAL THEORY

Roe (1947) describes vocational development as interaction among heredity, environmental and experiential variables. This interaction determines whether or not a need is gratified or frustrated. The need system motivates the vocational development process. Row (1956) maintains that the need for self actualization is most important in vocational choice.

Further, Roe recognizes three different styles of child rearing practiced by parents which, she claims, bear upon whether the child's job choice is oriented toward people or not toward people.

Ginzberg (1951) divided the process of occupational decision making into three distinct periods. When the child is between the ages of six and ten he makes a (1) Fantasy choice. During adolescence (ages 11-18), he makes a (2) Tentative choice. The Tentative period is further subdivided into interest (ages 11-12), capacity (ages 12-14), value (ages 15-1[illegible]), and transition (ages 17-18).

The final (3) Realistic period (ages 18-22), is sub-divided into exploration, crystallization, and specification stages.

Ginzberg describes each of these periods and stages pointing out that all children go through this process with varying age patterns. Since Ginzberg does not divide the childhood Fantasy period into distinct stages, I decided to try to discover if such stages could be observed in my school population.

The eleven and twelve year olds would have entered into Ginzberg's Tentative period, interest stage. Children now begin to formulate their choices in terms of "likes" and "interests". Their choices are related to the work of their fathers, but most always to their own interests.

Ginzberg (1951) found that eleven year olds are aware that their interests change as they grow up. He states that the process of deciding one's occupation is largely dependent on age and general maturation not socio-economic level.

SCHOOL COMMUNITY CHARACTERISTICS

The school surveyed represents a Caucasian middle-class population with children from ages five through twelve in grades kindergarten through six. The school building is about forty-five years old, clean and in good condition. There are about five hundred children attending classes.

Up to about fifteen years ago, this school was considered to be in the "best" neighborhood in the city. An attractive lake setting, surrounded by comfortable homes of professional and business people, gave this school the highest status in the city.

Today, there is a distinct shift observable in the school community. About half the population remains in the professional and technical economic bracket. But there is a growing group of home owners in the service level of work and a smaller, but growing section of semi-skilled workers who work at automobile plants.

The socio-economic picture is shifting; at this point, almost representing three occupational levels (1) professional and (2-3) service and semi-skilled in equal numbers.

We assume that the professional level will continue to decline while the service and semi-skilled will increase.

The values expressed by this school staff represent the rather typical picture for white middle-class; cleanliness, obedience, academic attainment, vocational aspirations, teacher-oriented school expectations, and a traditional school curriculum.

METHODS

Of the five hundred children enrolled, four hundred and sixty were actually polled personally by the counselor. Of these, two hundred and forty-one were boys and two hundred and nineteen were girls. The class groups were different sizes, there being in the school two kindergartens, three first grades, two second grades, four third grades etc. In all, twenty separate classes were surveyed. However, rather than try to compare exact numbers at grade levels, we compared relative numbers of responses in each grade level. This was done because we felt that to even up all class numbers would reduce the total sample considerably. A larger sample tends to give a more accurate picture.

All children were polled for these responses: Sex, Age, What does your dad (mother) do?, What do you want to be?, and What is the most important job?

The childrens' answers were accurately recorded just as they gave them, even "I don't know". In the few cases where the father was absent from the home, the mother's occupation was given. The three questions above were selected because it was felt they would give responses that could reveal whether the Roe or Ginzberg theories were supported in this school population. The child survey was anonymously numbered, rather than named. Names would be of no significance here.

Please see the following page, which is a typical response worksheet for one class.

rade Four Teacher Young

UDENT		Question 1		Question 2		Question 3
Key	Age	"To Be"		"Dad Do"		"Important"
F	10	Doctor	1	Designer	1	Teacher
M	10	Policeman	4	Prof. US Army	1	Doctor
F	9	D. K.	—	Mechanic	5	D.K.
M	10	Football	4	Jeweler	4	Doctor
M	11	Movie Director	1	Plant Worker	6	Doctor
M	9	Pilot	1	Teacher	1	Nurse
F	11	Stewardess	4	Truck Driver	6	Doctor
F	10	Librarian	1	Pharmacist	1	Policeman
F	10	Stewardess	4	Clerical	3	Counselor
M	10	Plant Worker	6	Plant Worker	6	D K
M	10	Scientist	1	Counselor H.S.	1	President
M	11	Policeman	4	Plant Worker	6	President
F	10	Stewardess	4	Sales-Insurance	3	Banker
F	11	Stewardess	4	Airport Mechanic	5	Teacher
F	10	Teacher	1	Judge-lawyer	1	Policeman
F	10	Secretary	3	Sales-insurance	3	Doctor
M	10	NASA. Technician	1	Secretary	3	Engineer
F	9	Stewardess	4	Desiciner	1	Doctor
F	10	Artist	1	Worker-plant	6	Doctor
M	10	D. K.	—	worker-plant	6	Presidint
M	9	Mechanic	5	US. Mailman	4	Mayor
F	10	Teacher	1	Sales-realestate	3	Dentist

TABULATION OF RESPONSES AND COMMENT ON FINDINGS

In the section which follows, the twenty response worksheets were tabulated in fifteen separate tables. We hoped to have a cross sectional survey which might reveal patterns with regard to occupational choice and (1) sex of child (2) age of child (3) grade of child and (4) occupational level of parent.

From these tables we would search for patterns or trends which could be explained in terms of the Roe or Ginzberg theories.

(1) Would Roe's claim that heredity, environment and experiences be a factor in any pattern of responses?

(2) Is the Ginzberg Fantasy period (ages 5-11), sub-dividable into stages which could be revealed in these childrens' responses? Is this period of arbitrary job choice, characterized by lack of reality orientation, actually based on choices typical of age-maturity stages, which Ginzberg fails to mention?

Only the ten most popular choices were tabulated. A complete composite list of choices is included in this survey.

TABLE I

BOYS' OCCUPATIONAL CHOICE

Policeman or fireman is chosen most. Professional sports is chosen second most often. The most frequent choice of policeman or fireman is in grades Kindergarten through third grade. Choice between policeman or fire-

TABLE I: BOYS OCCUPATION CHOICES

RADE EVELS	POLICE FIREMAN	PILOT	FARMER	VET DOCTOR	MECHANIC	COWBOY	TRUCK DRIVER	PRO* SPROTS	ENGINEER	LAWYER	ASTRO. OCEAN.
K	10	1	1	0	1	1	0	1	0	0	0
1	17	0	0	4	0	0	0	4	2	1	0
2	6	2	0	3	1	0	1	4	1	0	2
3	10	1	1	1	0	0	0	9	1	2	1
4	4	3	1	4	1	0	0	7	0	4	7
5	2	0	0	2	2	0	1	17	0	0	0
6	3	2	0	3	2	0	1	5	0	4	3
OTAL	52	9	2	17	7						

man is about equal at grade three and switches to professional sports in grades four through six. The doctor and pilot remain consistent as third and fifth grade choices. Lawyer and astronaut become popular in grades three through six.

TABLE II

GIRLS' OCCUPATIONAL CHOICE

The nurse and teacher were by far the two most popular choices. The nurse declined sharply in grades three through six, while teacher increased. Airline stewardess became third choice in grade four through six. More girls want to be a scientist than a secretary.

TABLE III

GIRLS: AGE AND OCCUPATIONAL CHOICE

This response reinforces Table II.

TABLE IV

BOYS: AGE AND OCCUPATIONAL CHOICE

This response supports Table I.

TABLE V

MOST IMPORTANT JOB—BOYS

The doctor is considered most important, expecially in grades four through six. Police and fireman rank high in Kindergarten through third grade. President or governor are most important in grades three through six.

TABLE VI

MOST IMPORTANT JOB—GIRLS

The same number of girls felt that the doctor was the most important person in society. Police is second, but girls score fireman for less impor-

TABLE II: GIRLS OCCUPATION CHOICES

GRADE LEVEL	NURSE	TEACHER	SEC'TY	ACTRESS	WIFE MOTHER	AIRLINE STEW'DRESS	SALES LADY	WAITRESS	SCIENTIST VETER.	ARTIST	LIBRARIAN
K	8	4	1	0	3	0	0	0	0	0	0
1	10	7	0	0	2	1	4	0	0	0	0
2	16	5	0	0	0	3	0	0	1	0	0
3	8	13	1	0	0	1	0	0	0	0	0
4	9	9	1	2	0	8	0	1	3	1	0
5	6	8	2	1	1	4	0	2	3	1	1
6	2	2	0	3	0	2	0	2	0	0	0
TOTAL	59	40	5	6	6	19					

TABLE III: GIRLS AGE OCCUPATIONAL CHOICE

AGE LEVEL	NURSE	TEACHER	SEC'TY	ACTRESS	WIFE MOTHER	AIRLINE STEW'DRESS	SALES-LADY	WAITRESS	SCIENTIST VETER.	ARTIST	LIBRARIAN
5	3	3	1	0	3	0	0	0	0	0	0
6	14	8	0	0	1	0	2	0	0	0	0
7	8	3	0	0	1	2	2	0	0	0	0
8	12	12	1	0	0	2	0	2	0	0	0
9	9	11	0	0	0	3	1	0	1	1	0
10	5	5	2	2	1	7	0	1	5	2	0
11	7	5	0	2	0	4	0	3	1	0	1
2	2	1	0	1	0	0	0	[illegible]	[illegible]		

TABLE IV: BOYS AGE OCCUPATIONAL CHOICE

AGE LEVEL	POLICEMAN FIREMAN	PILOT	FARMER	VET. DOCTOR	MECHANIC	COWBOY	TRUCK DRIVER	PRO-SPORTS	ENGINEER	LAWYER	ASTRO. OCEAN.
5	6	0	0	2	0	0	0	0	0	0	0
6	12	1	1	5	1	1	0	1	1	0	0
7	12	0	1	4	1	0	0	6	1	1	1
8	5	3	0	2	0	0	1	6	1	0	4
9	5	2	0	2	1	0	0	4	0	2	2
10	4	2	0	5	0	0	0	11	0	2	12
11	3	0	0	2	1	0	0	18	0	2	3
12	2	2	0	2	11	0	1	9	0	2	3

TABLE V: MOST IMPORTANT JOBS—BOYS

GRADE LEVEL	POLICEMAN	FIREMAN	DOCTOR DENTIST	NURSE'	AMBUL. HOSPITALS	MECHANIC	PRESIDENT GOVERNOR	GARBAGE MAN	TEACHER	SCIENTIST SPACE	TRADE
K	1	4	0	0	1	1	0	0	0	0	0
1	4	8	3	0	1	0	0	0	0	0	0
2	6	2	3	0	0	0	2	0	0	0	2
3	5	5	5	0	0	0	6	0	0	0	1
4	8	0	12	0	0	0	7	0	0	2	0
5	2	0	6	0	0	0	4	1	1	1	0
6	8	0	7	0	0	0	1	0	3	3	2
OTAL	34	19	36	0	2	1	20	1	4		5

TABLE VI: MOST IMPORTANT JOBS—GIRLS

GRADE LEVEL	POLICEMAN	FIREMAN	DOCTOR DENTIST	NURSE	AMBULANCE HOSPITALS	MECHANIC	PRESIDENT GOVERNOR	GARBAGE MAN	TEACHER	SCIENTIST SPACE	TRADE
K	0	0	0	2	2	0	0	0	0	0	0
1	2	4	2	3	0	1	0	0	2	0	0
2	4	3	4	4	1	0	0	0	2	0	1
3	1	0	5	1	0	0	1	1	3	0	0
4	9	2	14	3	0	0	0	1	2	0	0
5	2	0	5	1	0	0	1	0	3	0	0
6	7	0	6	0	1	0	2	0	2	1	0

tance than boys do. Girls think the female-dominated jobs of teacher and nurse are most important. Boys did not choose these jobs at all.

Conversely, girls rated President and governor very much less important than boys.

TABLE VII

MOST IMPORTANT JOBS: BOYS AND GIRLS

In this composite list of boys and girls responces, the doctor is the overwhelming choice from grades three through six. Policeman remains quite consistently in second place. Fireman and President are nearly equal. Nurse and teacher are strong.

TABLE VIII

TABLE OF ECONOMIC STATUS OR JOB LEVEL

This table of job status is based on education required, pay and salary. It is used to rate the parents job level and the childs choices.

TABLE IX

GRADE AND LEVEL OF OCCUPATIONAL CHOICE FOR BOYS AND GIRLS

This table shows the relation between grade and the level of the occupational choice. Clearly, most of both sexes see themselves in jobs with the status and salary of the Professions and Technical Level.

However, there is a polarity in the Service jobs which attracts an almost equal number of children.

It is interesting how few choose the other groups, which account for many workers in the adult world.

TABLES X, XI, XII, XIII

FATHERS JOB LEVEL AND CHOICE OF IMPORTANT JOB LEVEL

Here is a similar pattern appearing at four age levels: the polarity of professional service level jobs, no matter what the level of the parents own

TABLE VII: MOST IMPORTANT JOB--BOYS AND GIRLS

GRADE LEVEL	POLICEMAN	FIREMAN	DOCTOR DENTIST	NURSE	AMBULANCE HOSPITALS	MECHANIC	PRESI[illegible]T GOVERNOR	GARBAGE MAN	TEACHER	SCIENTIST SPACE	TRADE
K	1	4	0	2	3	1	0	0	0	0	0
1	6	12	5	3	1	1	0	0	2	0	0
2	10	5	7	4	1	0	2	0	2	0	3
3	6	5	10	1	0	0	7	1	3	0	1
4	17	2	26	3	0	0	7	1	2	2	0
5	4	0	11	1	0	0	5	1	4	1	0
6	15	0	13	0	1	0	3	0	5	4	2
TAL	59	28	72	14	6	2	24	3	18	[illegible]	6

TABLE OF ECONOMIC STATUS

TABLE VIII

STATUS OR JOB LEVEL	NO. ASSIGNED
PROFESSIONAL AND TECHNICAL	1
PROPRIETORS AND MANAGERS	2
CLERICAL AND SALES	3
SERVICES	4
SKILLED	5
SEMI-SKILLED	6
UNEMPLOYED	7

TABLE IX: GRADE (BOYS AND GIRLS) LEVEL OF OCCUPATIONAL CHOICE

GRADE LEVEL	LEVEL OF OCC. CHOICE 1	2	3	4	5	6	7
K	13	1	1	11	1	2	0
1	24	0	0	26	0	0	0
2	38	0	0	13	1	1	0
3	27	0	0	22	0	0	0
4	42	0	0	21	2	3	0
5	24	0	2	27	0	1	0
6	19	0	0	12	2	1	0

TABLE X: FATHERS JOB LEVEL—IMPORTANT JOB LEVEL (AGES 5-6)

ATHERS IMPORTANT B LEVEL JOB LEVEL	1	2	3	4	5	6	7
1	1	0	1	4	0	0	0
2	1	0	0	0	0	0	0
3	0	0	1	2	0	0	0
4	2	0	1	1	1	0	0
5	3	0	2	0	1	0	0
6	4	0	0	7	0	3	0
7	1	0	0	0	0	0	0

TABLE XI: FATHERS JOB LEVEL--IMPORTANT JOB LEVEL (AGES 7-8)

FATHERS IMPORTANT OB LEVEL JOB LEVEL	1	2	3	4	5	6	7
1	10	0	1	3	1	1	0
2	2	1	0	0	0	0	0
3	9	1	2	10	4	0	0
4	6	0	1	10	0	0	0
5	3	0	0	1	1	0	0
6	12	0	0	9	2	0	0
7	0	0	0	0	0	0	0

TABLE XII: FATHERS JOB LEVEL—IMPORTANT JOB LEVEL

FATHERS JOB LEVEL	IMPORTANT JOB LEVEL	1	2	3	4	5	6	7
1		28	1	1	5	1	1	0
2		5	0	1	5	0	1	0
3		10	1	0	2	1	0	0
4		13	0	0	7	0	1	0
5		8	0	2	1	0	0	0
6		13	0	1	10	1	1	0
7		0	0	0	0	0	0	0

TABLE XIII: FATHERS JOB LEVEL—IMPORTANT JOB LEVEL (AGES 11-12)

FATHERS JOB LEVEL IMPORTANT JOB LEVEL	1	2	3	4	5	6	7
1	19	1	2	4	2	0	0
2	9	0	0	0	0	0	0
3	13	1	3	5	1	1	0
4	4	0	1	0	0	0	0
5	7	0	2	3	1	0	0
6	13	2	4	8	1	3	0
7	0	0	0	0	0	0	0

job. If parent is in Level 1, children consistently choose a Level 1 job as most important. However, at ages eleven and twelve, choices become somewhat more diversified with Level 3--Sales and Clerical assuming choices of importance.

TABLE XIV

CHILDS AGE AND FATHERS JOB LEVEL

This table serves to show the economically divided character of the school community. About 1/3 of the children (all ages) come from Level 1 homes. About 2/3 of the students come from Level 5 and 6 homes. Levels 2-3-4 are represented in the childrens' homes, but fewer. Only one child reported unemployment.

TABLE XV

GIRLS' OCCUPATIONAL CHOICE AND FATHERS' LEVEL

Without regard to age, girls choose nurse and teacher consistently higher at all economic levels. Curiously, there is the highest number aspiring to nurse and teacher when the fathers job is Level 6, Semi-skilled.

Airline stewardess is popular expecially with levels 3,4,5 and 6.

TABLE XVI

BOYS' OCCUPATIONAL CHOICE AND FATHERS' ECONOMIC LEVEL

Top choices at all economic levels are policeman, doctor and scientist, with lawyer, and a significant shift at Levels 3-6 is to professional sports. Also, Level 6 homes promote choice of police to a large proportion.

TABLE XIV: CHILDS AGE--FATHERS ECONOMIC LEVEL

AGE LEVEL	ECONOMIC STATUS	1	2	3	4	5	6	7
5		4	0	0	5	2	4	0
6		8	2	5	5	5	16	1
7		9	1	12	14	2	8	0
8		5	1	4	4	2	8	0
9		11	3	3	8	9	11	0
10		17	7	10	13	9	16	0
11		13	2	9	1	5	18	0

TABLE XV: GIRLS OCCUPATIONAL CHOICE--FATHERS ECONOMIC LEVEL

CONOMIC LEVEL	NURSE	TEACHER	SEC'TY	ACTRESS	WIFE MOTHER	AIRLINE STEW'DRESS	SALES-LADY	WAITRESS	SCIENTIST VET.	ARTIST	LIBRARIAN
1	9	12	1	3	0	1	0	1	1	1	1
2	4	2	1	1	0	0	1	0	1	0	0
3	4	8	2	1	0	4	0	2	1	1	0
4	8	1	0	1	0	4	0	0	2	0	0
5	3	5	1	1	0	2	0	0	0	0	0
6	13	12	0	0	1	6	0	0	1	1	0
7	0	0	0	0	0	0	0	0	0	0	0

TABLE XVI: BOYS' OCCUPATIONAL CHOICE--FATHERS ECONOMIC LEVEL

CONOMIC LEVEL	POLICEMAN FIREMAN	PILOT	FARMER	VET. DOCTOR	MECHANIC	COWBOY	TRUCK DRIVER	PRO-SPORTS	ENGINEER	LAWYER	OCEAN. ASTRO.
1	5	3	0	3	2	1	0	8	0	5	5
2	1	0	1	1	0	0	0	1	0	1	1
3	9	1	0	4	1	0	0	11	1	1	6
4	7	0	0	5	3	0	0	10	1	3	1
5	5	1	0	3	1	0	0	3	0	0	3
6	17	2	0	6	0	0	1	15	1	0	5
7	0	0	0	0	0	0	0	0	0	0	0
TAL	44	7	1	22	7	1	1	[illegible]	[illegible]		

WHITFIELD BOYS AND GIRLS THINK THESE ARE THE MOST IMPORTANT JOBS

Airport Man
All Jobs
Ambulance Driver

Baker
Banker
Bank President
Baseball Player
Being Kind
Board of Education
Botanist
Builder
Business

Carpenter
Car Wash
Chemist
Cleaning House
Construction
Counselor
Cowboy

Dentist
Doctor
Don't Know
Druggist

Ecologist
Electrician
Employment Agent
Engineer
Evangelist

Farming
Fireman
Fixing Porches
Fixing Wrecks
Football Player
Furnace Repairman

Garbageman
Gas Company
Government Work
Governor
Grocery Store

Helping People
Helping Trees
Hospital Work

Interior Decorator
Inventor

Janitor
Judge

Lawyer
Learning
Leaving People Alone

Making Cars
Mayor
Mechanic
Mother
Movie Star

Newspaper Reporter
Nurse

Owner

Peanut Sales
Pilot
Plant Worker
Plumber
Police Chief
Policeman
Pollution Work
President of U.S.
Principal
Psychiatrist

Reading Work

Salesman
Scuba Diver
Scientist
Selling Houses
Selling Lumber
Skin Diver
Social Worker
Space Work
State Representative
Stewardess
Storekeeper
Surgeon

Taxi Driver
Teacher
Teaching the Blind
Telephone Man
Telephone Operator
Trash Man
Truck Driver

Veternarian

Work

LIST B
WHITFIELD BOYS AND GIRLS
WANT TO BE:

Astronaut
Auditor
Airlines
Artist
Actress
Archeologist
Author

Batman
Basketball Player
Boss
Builder
Baseball Player
Bus Driver
Bowler
Beautician
Boat Captain

Carpet Man
Circus Girl
Cowboy
Cashier
Cowgirl
Carpenter
Cameraman
Cook
Construction
Chemist
Cleaning Business
Child Care

Doctor
Don't Know
Dentist
Dancer
Diver

Engineer
Evangelist

Farmer
Fireman
Football Player
Factory Worker

Garbageman
Gas Station
Golfer

Hockey Player
Housewife
Hairdresser

Insurance Man
Interior Decorator

Jockey

Lawyer
Librarian

Mother
Mechanic
Movie Director
Musician
Model
Motorcyclist
Millionaire

Nurse
N.A.S.A. Technician

Office Worker
Oceanographer
Organist

Pilot
Policeman
Painter
Peace Corps
Plant Worker
Pharmacist
Plumber

Race Driver
Restaurant Owner

Sell Houses
Secretary
Sixth Grader
Stewardess
Sheriff
Store Clerk
Scout Leader
Saleslady
Scientist
Switch-board Operator
Salesman
Ski Instructor

Teacher
Train Driver
TV Performer
Truck Driver

Veternarian

Waitress
Wife
Workman
Waterworks
Welder

Zoologist

CONCLUSIONS

General Conslusions

1. Most children in the survey "know" what they want to be. There were few "I don't know" answers.
2. Most children in the survey have decided what is the important job. About ½ of the kindergarteners answered "I don't know", probably because they didn't understand the word, "important".
3. Most children are aware of the name of the job done by their father (or mother).
4. There were 84 different occupational choices reported (See compiled list) as could be expected; choices became more diversified as we progress up grade level. Kindergarteners had least diversity of choice, sixth graders had the most diversity of choice. (See Tables I and II). The expected accumulation of experience and knowledgability would account for this finding. We would also, hope that the Elementary Vocational Programs' emphasis on knowing oneself, ones interests, and abilities, would account for more realistic and diversified job choices among older children.
5. For boys (See Table I), the top choices of police and fireman and doctor are probably based upon "hero" worship and experience with these people in their lives.

6. Professional sports becomes favored from grades two through six, an unrealistic choice, again bassed on "hero" worship and the glamour of the job. There is a clear shift from police and fireman to professional sports at grade level three.

7. Scientist and Lawyer become significant in grades four through six. Both occupations require ability and education, as well as carrying social status.

8. Girls choices are "typical" except for airline stewardess which appears in grades four through six. (See table II).

9. Nurse and teacher are favorites.

10. Actress and scientist come forth at grades four through six, both requiring talent, training, and carrying social status.

11. There were 90 different choices of most important jobs, which also became more diversified with grade level progression. (See Tables V, VI, VII).

12. There was general agreement that police and fireman were most important in grades Kindergarten through second. Both sexes chose doctor from grades three through six.

13. President and governor was considered important by boys and girls in a ratio of 5-1.

14. Girls felt nurse and teacher were important jobs in ratios 14-0 and 14-4 as compared to boys, possibly because these may be considered feminine-type jobs.

15. It may be possible to conclude that there is increasing social awareness after age seven or eight, at grade three. The choices of occupation and important job both indicate this. Both tend toward jobs with a power, social status, or "hero" worship about them. This applies to boys choices even more than girls.

16. Choices of doctor, nurse and teacher are all helping professions. These are strong, effective roles, with which children have had experience.

17. Choices are not concerned with ability, nor do they represent an appropriate comparison to these jobs in the adult population.

18. Table IX is interesting because it clearly indicates a polarity of occupational choice between Professional jobs versus Service jobs, at all grade levels consistently.

19. Tables X, XI, XII and XIII all reflect the conclusions in (18) regardless of fathers occupational level, choices overwhelmingly favor Professions or Services.

20. Tables XV and XVI indicate specific choices for boys and girls remain the same despite fathers economic level.

Conclusions Relative to Roe's Personality Theory of Vocational Choice

Based on the General Conclusions, it would appear that the following conclusions are appropriate relative to the Roe Theory.

1. Childrens' environment and accumulating experiences with age, effect occupational choice in childhood, to some degree.
2. Economic level of the father (home environment) do not effect the diversity of choice in this survey. Choices tend to be either in Level 1 or Level 4.
3. It may be that regardless of economic level, parents value Level 1 and Level 4 jobs, which is reflected in childrens' choices.
4. For both boys and girls there is a distinct trend to Level 1 and Level 4 choices.
5. Tables XV and XVI show that in the Level 6 (Semi-skilled) fathers occupation, there is a great preference for Level 1 and 4 job choices.

It may be that there is a parental drive (environmental influence) for the child in such a home to attain a professional or service job. This effect would be explained by Roe as an environmental or experience influence.

6. The heavy choice of Level 1 and 2 jobs by children in Level 1 and 2 homes, may reflect an hereditary influence, children of high ability having parents of high ability.
7. A richer environment and accumulated experiences cause progressive diversity of choices.
8. Economic level of home is not realistic in childhood choice, but a long, tudinal study might reveal a realistic choice in adult life.
9. Boys in grades three through six shift to professional sports in occupational choice. This may be an experience-environmental influence of "hero" worship from television and sports events.

Conclusions Relative to Ginzberg, Ginsburg, Axelrad and Herma Theory

Based on the General Conclusions it would appear that the following conclusions are appropriate relative to the Ginzberg Theory.

1. The childhood Fantasy period may be sub-divided into two sub-stages, which the writer will call "Hero Worship" Stage and "Experience" Stage.
2. The "Hero Worship" Stage appers from ages five through eight--in grades Kindergarten through third. Both boys and girls select strong, significant figures whom they admire such as policeman, fireman, nurse and teacher, without regard for the reality of their own ability or interest.
3. The "Experience" Stage appears at ages nine and ten in grades four and six. The choices may be more motivated by accumulating experiences of the maturing child. Nurse, teacher, doctor, airline stewardess, lawyer and scientist are figures children begin to experience and become know-

It may be that there is a parental drive (environmental influence) for the child in such a home to attain a professional or service job. This effect would be explained by Roe as an environmental or experience influence.

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7. A richer environment and accumulated experiences cause progressive diversity of choices.
8. Economic level of home is not realistic in childhood choice, but a longitudinal study might reveal a realistic choice in adult life.
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ledgeable about. They begin to relate to these more diverse choices, but still without regard to the reality of their own talents or academic abilities.

4. In grade six, at ages eleven and twelve, Ginzberg claims the child is beginning to recognize the need to identify a career direction. There is growing concern to choose a job for its intrinsic enjoyment, based on the child's likes and dislikes. Ginzberg would place the eleven and twelve year olds in the second or Tentative period of adolesence, specifically, the Interest stage.
5. This survey would agree with the Ginzberg Theory that six graders choose occupations based on their likes and dislikes.
6. Boys Occupational Choices (TableI) are evenly distributed among eleven most popular interests at grade six.
7. Table IV shows a similar even distribution for boys choice, with the noticeable increase in interest in sports at ages eleven and twelve.
8. Girls occupational choices, similarly, are fairly evenly distributed among eleven favored Interest choices at ages eleven and twelve.
9. There is a trend away from nurse-teacher and toward greater diversity of girls choices based on developing interest in acting, art, science, and service occupations.

SUMMARY

There is limited support to certain aspects of both the Roe and Ginzberg Theories.

(1) Roe Personality Theory of Career Development: Heredity, Experience and Environmental effect occupational choice.

(2) Ginzberg, Ginsburg, Axelrad and Herma Theory: The Fantasy period of childhood occupational choice may be divided into two stages, "Hero Worship" (ages 5-8) and "Experience" (ages 9-11).

ADDENDUM 12

ROLE MODEL CLASSIFICATION

ATIONAL ER	CAREER AREA	PERSON	GRADE LEVEL	REPRESENTED
ETING ND RIBUTION	Grocery Clerk		3-4	Kroger Stores
	Vocational Education	Mr. Bud Prottengeier	6	N.E.O.V.E.C.
	Sales		5-6	
	Realtor	Mr. Singleton	5-6	Utley James Company
	Produce Manager	Mr. Moody	1-3	
	Real Estate	Mr. Tucker	3-6	
	Distributive Ed.	Robert Nugent	6	
UNICATIONS MEDIA PATIONS	TV-Weather and News	Marilyn Turner	K-3	Detroit Channel 4 News Staff
	Newspaper Associate Editor		5-6	Pontiac Press
	Public Relations	Mr. Wilbert	5-6	Pontiac Motors
	Librarian	Miss Wessells	6	
	Librarian	Mrs. McMillan	3-4	
STRUCTION UPATIONS	Electrician	Mr. Fowler	3-6	
	Electrician	Glen Hogyard	3-6	
	Heating and Refrigeration	Garry Perdue	6	Instructor at N.E.O.V.E.C.
	Builder	Vic Insco	6	Instructor at N.E.O.V.E.C.
	Industrial Electrician	Idgar Tedsen	6	Instructor at N.E.O.V.E.C.
UFACTURING UPATIONS	Engineer	Mr. Matthieu	3-6	
	Physicist	Dr. Kyker	3-4	
	Appliance Repair	Lou Cooper	5-6	Instructor at N.E.O.V.E.C.
	Mathematician	Mr. Petaway	3-6	Board of Rep.
	Automotive	Mr. Wilbert	5-6	Pontiac Motors

UPATIONAL STER	CAREER AREA	PERSON	GRADE LEVEL	REPRESENTED
NSPORTATION	Ship Captain	Morgan Howell	3-6	
	Airport Control Tower Chief	Mr. Gineman	3-6	Pontiac Airport
	Auto Mechanic	Joy Fair	5-6	Self Employer
	Truck Driver	Mr. Monrol	1-6	
ICULTURE AND URAL RESOURCES	4-H Workers	Bruce Hart	3-6	Oakland County 4-H
	4-H (Outdoor Education)	James Hanley	5-6	Oakland County 4-H
	4-H (Outdoor Education)	James McPherson	5-6	Oakland County 4-H
	Survival	Mrs. Longmuir	6	
	Survival	Mr. Graham	6	
	Forestry	Mr. Roberts	3-6	
	Snake Expert	Mr. Harper	5-6	
	Nursery Worker	Tony Macha	3-6	Bordines Nursery
IRONMENTAL TROL	Biochemist	Mrs. Wilson	6	
	Chemistry	Dr. Bright	6	Wayne State University
	Chemistry	Bill Tudor	6	
	Ecology	Mrs. Knight	6	
LIC SERVICE	School Principal	Mr. Jimmie Keel	1-6	Pontiac City Schools
	Anti-Defamation League		3-4	Anti-Defamation League of Pontiac
	Attorney	Malcolm Kahn	3-6	
	Attorney	Christopher Brown	5-6	Hatchett, Brown, Campbell, & Waterman, Inc.
	Campfire Girls	Sally Sauri	4-6	Campfire Girls of America
	Judge	James Stelts	4-6	
	State Patrolman	Trooper Erickson	K-6	Michigan State Police

PATIONAL TER	CAREER AREA	PERSON	GRADE LEVEL	REPRESENTED
IC SERVICE ontinued)	Ele. Teacher	Mr. Howze	3-4	Pontiac City Schools
	Music Teacher	Mr. Cordau	4-6	Pontiac City Schools
	School Principal	Mr. Jim Davis	K-3	Pontiac City Schools
	Security Guard	Mr. Sorrow	3-4	
	Building Engineer	Sam Dow	6	Custodian Engineer N.E.O.V.E.C.
	Government	Loren Anderson	4-6	Michigan House of Representatives
	Guidance	Dr. Joe Messana	3-6	Oakland Schools
	Career Counselor	Robert Smith	6	University of Michigan
	Police Officer	Jerry Girari	1-3	Pontiac Police Dept.
	State Patrolman	Mr. Moulten	5-6	Michigan State Police
	Police Officer	Sgt. Mundie	6	
	Psychologist	Lynn V. Hoog, Jr.	6	Pontiac City Schools
	Mayor Pro-Tem	Mr. Tucker	3-6	City of Pontiac
	Mailman	Mr. Wheet	K-2	City of Pontiac
	Mail Clerk	Mrs. Jones	3-4	City of Pontiac
TH UPATIONS	Michigan Heart Workers		4-6	Michigan Heart Assoc.
	Ambulance Workers		4-6	Fleet Ambulance
	Dentist	Dr. Gibbs	K-6	Oakland County Dental Society
		Dr. Greenburg	5-6	
		Dr. Turpan	K-6	
		Dr. Freeman	5	
	Nurse	Mrs. Maildzka	K-6	Pontiac City Schools
		Mrs. Huges	5-6	
		Mrs. Goldman	4-6	
		Miss Brossini	4-6	Pontiac General Hospita
		Mrs. Barge	3-4	
	Doctor	Dr. Jenkins	K-6	Pontiac General Hospital
		Dr. C. Bowers	6	
	Physical Therapist	Mrs. Aldeen	3-4	Pontiac City Schools
	Optometrist	Dr. Stein	6	

UPATIONAL STER	CAREER AREA	PERSON	GRADE LEVEL	REPRESENTED
PITALITY & REATION	Basketball Player	John Ray	4-6	Pontiac Central High School
	Basketball Player	Campy Russel	4-6	Pontiac Central High School
	Football Player	John Ray	4-6	Pontiac Central High School
	Ski Expert	Dick Lilley	3-6	
	Dancers	Soul Steppers	K-6	
	Entertainer	Mr. Davis	1-3	
	Guitarist	Miss Hatch Kiss	4-6	
	Entertainer	Fletcher Campbell	4-6	
	Ventriloquist	Willie Tyler	K-6	
	Singer	Mrs. Harris	3-4	
SONAL VICE	Barber	Mr. Gibbs	3-6	
	Beautician	Mrs. Grody Miss Hanspard Mrs. Horton	3-6 5-6 5-6	
	Counselor	Stuart Packard	4-6	N.E.O.V.E.C.
	Ministry	Rev. Johnson	3-4	
NE ARTS MANITIES	Arts	Mrs. H. Day	4-6	Kilk Screening
	Audio Visual Technician	Mrs. Scott	3-5	Pontiac Schools
	Human Relations	Mrs. Elizabeth Hsu	4-6	Nation of China
	Display & Commercial Art	Ted Trueter	6	Instructor N.E.O.V.E.C.
NSUMER & ME ECONOMICS	Home Economics	Carol Irish	6	Pontiac City Schools
	Food Coordinator	Barbara Wilson	2-6	Pontiac
	Waitress	Mrs. Wyatt	3-6	
	Seamstress & Tailor	Mrs. Benson	5-6	

PATIONAL TER	CAREER AREA	PERSON	GRADE LEVEL	REPRESENTED
MER & ECONOMICS tinued)	Model	Mrs. Lea Sheton Sue Bishkay	5-6 4-6	Montgomery Ward Federal Dept. Stores
	Food Coordinator	Sam Andrews	6	N.E.O.V.E.C. Instructor
	Upholster	G. McBride	6	Own Business
	Clothing Service Coordinator	Glaydis Patton	6	N.E.O.V.E.C. Instructor
	Child Care	Ann Shepherd	6	N.E.O.V.E.C. Instructor
	Meat Cutter	Robert Rochow	6	Director of Career Development Project

ADDENDUM 13

PATIONAL TER	ELEMENTARY	DATE IMPLEMENTED	JUNIOR HIGH	DATE IMPLEMENTED
ıess & Office	Role Models Field Trips Units	1970-71	Field Trips Role Models	1971
eting & ributive	Role Models Field Trips	1970-71	Field Trips	1971
unications & a	Role Models Field Trips School Project			
truction	Role Models Field Trips Units Classroom Project	1970-71	Field Trips	1971
facturing	Role Models Field Trips	1970-71	Field Trips	
sportation	Role Models Field Trips	1970-71		
. Business tural Resources	School Project Role Models Field Trips Units	1970-71		1971
ne Science	Field Trips Role Models	1970-71		
romental Control	Role Models Field Trips	1970-71	Units Assembly Field Trips	1971
ic Service	Role Models Units Field Trips Assemblies	1970-71	Field Trips Assembly Unit	
th	Assemblies Role Models Units	1970-71	Role Models Assemblies Unit	1970
itality & eation	Field Trips Role Models	1970-71		
onal Services	Field Trips Role Models Assemblies	1970-71	Field Trips Role Models Assemblies	1970-71
Arts & nities	Class Project School Project Assemblies Role Models Field Trips		Field Trips	

PATIONAL STER	ELEMENTARY	DATE IMPLEMENTED	JUNIOR HIGH	DATE IMPLEMENTED
umer & making	Class Project Assemblies Role Models Field Trips Units	1970-71	Field Trips	

The following is a classification of the field trips taken during the 1970-71 school year by the elementary consultants. The group met to decide what grade level and subject level would coordinate best with each field trip. Each trip was evaluated as to goal, purpose, and outcomes.

FIELD TRIP CLASSIFICATION

Field Trip	Grade Level Classification	Subject Area Classification	Recommended For Jr. or Sen.
Wonder Bread Factory	3-4	Science	
Ford Motor Company	4-6	Soc. Studies-Math	Jr. & Senior High
Pontiac Motors	3-6	Soc. Studies	Jr. & Senior High
Fisher Body	4-6	Soc. Studies	Jr. & Sen. High
N.E.O. Voc. Center	5-6	All Areas	Jr. & Sen. High
Bell Isle	K-6	Soc. Studies, Science	Junior High
Farm Maid Dairy	1-3	Health, Science	
McDonalds	1-2	Health, Soc. Studies	
Benson Lumber	3-4-5	Math, Social Studies	
Cranbrook (Planetarium)	5-6	Science	Jr. & Senior High
Pontiac Press	2-3-4	English	
Upland Hills Farm	K-1-2	Soc. Studies	
Metropolitan Airport	3-6	Science	Junior High
Pontiac Airport	1-6	Science	
Jacobsen Florist	4-5	Science	
Coca-Cola Bottling	3-5	Soc. Studies, Science	
Sewage Treatment Plant	3-6	Science	Junior High
Post Office	2-3	Soc. Studies	
Oakland County Sheriff	5-6	Soc. Studies	Jr. & Sen. High
St. Joseph Hospital	5-6	Science	Jr. & Sen. High
Pontiac General Hospital	4-6	Science	Jr. & Sen. High
Greenfield Village	K-6	Soc. Studies	Jr. & Sen. High
Indicom Project	5-6	Math	Jr. & Sen. High

Field Trip	Grade Level Classification	Subject Area Classification	Recommended For Jr. & Sen.Hig
Detroit Zoo	K-6	Science	
Detroit Historical Museum	3-6	Soc. Studies	Jr. & Sen.
Cobo Hall	K-6	Soc. Studies	
Dossin Great Lakes Museum	4-6	Soc. Studies	Jr. & Sen.
Juvenile Court	5-6	Soc. Studies	Jr. & Sen.
Oakland County Courthouse	5-6	Soc. Studies	Jr. & Sen.
Wayne State University	4-6	Soc. Studies	Jr. & Sen.
People's Market	K-3	Science, Health	
Detroit Art Institute	5-6	Art, Soc. Studies	Jr. & Sen.
Water Treatment Plant	5-6	Science	Junior
Money Museum	5-6	Soc. Studies, Math	Jr. & Sen.
National Bank of Detroit	5-6	Math	Jr. & Sen.
Pontiac Tour	K-2	Community Helpers, Soc.	Studies
Pontiac Police Dept.	5-6		Junior
Heinz Company	5-6	Soc. Studies	Junior
McDonald's Farm	K-3	Soc. Studies, Science	
Oakland Community College	6, Jr., Sen.	All Areas	
Humane Society	3-4	Science	
Pontiac Veternary Hospital	3-4	Science	
Oak Hill Cemetery	4-6	Soc. Studies	
Michigan Bell Telephone	5-6	Science	Junior
Channel 56	3-6	-English, -Science, Soc. Studies	Jr. & Sen.
Detroit Edison	5-6	Science	Jr. & Sen.
Stony Creek Nature Center	3-6	Science	Junior
Drayton Plains Nature Center	3-6	Science	Junior
Richardson's Dairy	K-2	Soc. Studies, Science	
Exhibit Museum	Special Ed.	Soc. Studies	

ADDENDUM 14

SPECIAL ACTIVITIES AND PROJECTS

HUMAN RELATIONS

The counselor at Bethune was actively involved as a member of the Human Relations Committee at the school. This committee met once a month throughout the year to plan activities with children of a different race from other schools. Also the committee emphasized in the school and knowledge and pride in the national history of the Negro race.

Some of the activities the counselor headed during the year were:

1. NATIONAL NEGRO HISTORY WEEK -- At Bethune School we celebrated National Negro History Week February 8-12. We had a hall display of prominent Negroes. Each day two special people were discussed in the classes. Each class was responsible at the end of the day to find one fact about the life of the people assigned to the day. These biographical facts were to be displays in the room:

Monday	Sports and Entertainment	Jackie Robinson Willie Horton
Tuesday	Education	Mary McCleod Bethune
Wednesday	Exploration and Science	Benjamen Banneker Matthew Henson
Thursday	Authors & Poets	Gwendolyn Brooks James Baldwin
Friday	Government	Julian Bond Frederick Douglass

On Friday we culminated our activities with an assembly program. "North Star Shinning" was shown. Each grade level represented by one student went on the stage and role played a famous Negro and told facts about his or her life. The audience had to guess who the student was portraying.

2. The Wisner School Fiesta Dancers were invited to Bethune School to put on an assembly. Mrs. Deane Safir, the counselor, the Wisner Music Teacher.

two parents and thirteen children came to Bethune School with their program. They danced and sang and showed us some Mexican articles and told us what a fiesta is. The dancers, comprised of Mexican, White and Black students, were in native costumes.

3. Bethune School sixth graders took their production of "Hair" to Cherokee Hills Elementary School, Waterford. The counselor helped in making the scenery and in teaching the dancers for this production.

4. Bulletin boards in the Kindergarten include topics such as: Who Am I?, Family Relationships, Community Helpers, All Kinds Of People, We Are Americans, Black History Week, and Observance.

5. We shared a bus and went with another school on several of our field trips. Mr. Moody's class (fifth grade) went with Miss Brenda Mitchell's class of Baldwin School to the Ford Motor Company. Mr. Petersen's fifth grade class shared a bus with Mr. Ed Turner's class from Herrington School to Ford Motor Company. Mr. Phil Keils and Mr. Paul Sandford of Baldwin School took their classes to Henry Ford Museum.

6. Bulletin boards in Mrs. Godwin's fourth grade include topics such as: Negroes in Our History, Great Negroes and Negroes in Michigan History. The students also listened to records and read many books to enrich their knowledge of Black History. They did research on Blacks and gave reports to the class.

SPECIAL PROGRAMS

1. Human Relations Club -- Wisner - Bailey
    - A. We did murals of Christmas Around The World
    - B. Spanish Fiesta
        1. Guests included Bi-Lingual groups
        2. Parents
        3. Baldwin
        4. Mr. John Purdue (Chairman, Human Relations)
        5. Mr. George Putnam - Music Education Supervisor
    - C. Fiesta Dancers took program to
        1. Bethune Elementary School
        2. Central Elementary School

1. Proud Employment Agency

At Bethune School the counselor set up an employment agency for 5th and 6th graders. She went into each classroom first with two posters to explain what an employment agency was. Application blanks were passed out and the children applied for the job in the school that they wanted. The second time the counselor went into each 5th and 6th grade classroom she explained and demonstrated a job interview. The children in the class role played a good and bad interview. Next she handed out the interview appointments for each applicant. Each student who applied for a job was interviewed by a team of interviewers: the principal, the counselor and the teacher-representative of the organization.

The children were interviewed for positions on the safety patrol, service squad, cafeteria assistants, student assistants, library assistants and toastmasters and toastmistresses. After the children interviewed the team met to decide who were the best qualified. A list of the "employed" went up on a poster by the office.

EXAMPLE

MR. PROUD ANNOUNCES: The Service Squad

(Names of all the girls who were selected for Service Squad).

The Employment Agency Continued throughout the year hiring new applicants and handling the problems of discontented workers and the unemployed.

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PROUD EMPLOYMENT AGENCY

APPLICATION FORM

NAME ____________________________

ADDRESS ____________________________

PHONE ______________

GRADE ______________

AGE ______________

Teacher's Name ____________________________

Room Number __________

What is the position you are applying for? ______________
____

Why do you want this job? ____________________________
____
____

What do you think the job involves? ______________
____
____

What experience have you had? ______________
____________________________.

Why do you feel you are qualified for this job? ______________
____________________________.

Recommended by ____________________________

NOTE: If you are applying for a Safety Patrol position write in the corners nearest your home. ______________
____

drawing by Craig Myers

OUR MOTTO "I CAN, I WILL"

Positions available at this time are:

1. Safety Patrol
2. Service Squad
3. Cafeteria Assistant

PROUD EMPLOYMENT AGENCY

RECOMMENDATION FORM

Student's Name ______________________________

Teacher's Name ______________________________

Please rate this student by a check (✓) in the appropriate column.

	EXCELLENT	GOOD	FAIR	POOR
1. Listens carefully and follows directions.				
2. Displays pride in his work and in himself (positive self-concept)				
3. Can perform adequately at his own level.				
4. Observes school rules				
5. Relates well with other children and adults.				

COMMENTS:

ORTHOPEDIC DEPARTMENT

The Orthopedic Department invited parents of the orthopedic children and the entire staff to an audio and visual assembly. They introduced them to an Oakland County Rehabilitation Worker and Oakland County Department Head. They showed slides of actual orthopedic children given rehabilitation in Pontiac Schools, how they work today, training given, etc. They helped to give Rehabilitation Workers a list of children prior to reaching high school level, also served to initiate interaction between parents, staff, and Rehabilitation Workers. Parent's questions were answered.

Orthopedic Department Fashion Show - Given for girls in 2nd and 3rd grades in the orthopedic department and shown to all orthopedic students.

Orthopedic Department Talent Show - All children in entire orthopedic department took part in the talent show and displayed some talent activity. This was the first time they were exposed to performing on the stage. They put on the program for all lower elementary grades.

5th and 6th Grade Talent Show - Excellent program completely run by the children, organized by counselor and children. Children tried out for various roles, through a screening. They put on a program for the whole school.

GIRL'S CLUB:

This club was initiated in five of the nine elementary schools by the counselors. It met once a week for one hour after school, but the day and time differed depending on the school.

Girls Club was made up of 5th and 6th grade girls interested in participating.

It dealt with:

1. November - Visual Poise

   Mrs. Lea Shelton from Wendy Ward came to our first meeting and demonstrated good grooming techniques. She showed the girls how to walk, sit, and stand properly. They did a series of exercises for good visual poise.

2. December - Hair Care

   Miss Hamspard, a beautician in Pontiac, came and spoke to the Girls Club about the hair care. She demonstrated the proper way to brush and set hair. She gave the girls tips on keeping their hair clean and neat.

3. January - Nails

   Mrs. Phillips the school counselor held two club meetings to discuss nail care. At the first meeting the girls learned about how to care for nails. Transparencies showing proper way to file and polish nails were shown. At the second meeting materials were provided in order that each girl in attendance could do her own nails.

4. February - Skin Care

   Mrs. Phillips with the help of Mrs. Barrow, the Resource teacher, talked to the girls on proper care of the skin. All the girls then had an opportunity to wash their faces and apply different creams and astringents to them. A discussion followed on different skin types (oily, normal, dry) and how to prevent blemishes. Also two sales ladies from Hudson's Cosmetics Department came to show the girls how to take care of skin, and if they wore make-up the ladies showed them the proper way to wear it so it wasn't to noticeable. Afterwards, the cosmeticians invited the girls to the store for a field trip.

5. March - Clothing

   The first meeting was planned around accessories. Mrs. Phillips demonstrated the use of scraves, pins, and bows (hair) to improve one's appearance. The girls experimented with the accessories on themselves.

6. April - Table Manners

   The first meeting was to show the girls how to properly set a table and later they were showed the proper table manners.

7. April - Physical Activities

   The girls at Whitfield School started bowling, played softball and tried skiing.

8. May - Fashion Show

   The girls practiced once a week during May for the Fashion Show. 18 girls practiced modeling; 6 girls learned how to pour punch and serve cookies. The last Thursday in May the girls attended the Fashion Show at Wisner School planned by the counselor, Deane Safir.

9. June - Fashion Show

   The girls worked hard to make the invitations for the Fashion Show. They delivered the invitations to Bagley, Whitfield, and Wisner Schools. Invitations also went out to parents and friends in the community, teachers at Bethune, and teacher assistants.

   The Fashion Show took place on June 3 in the gym of Bethune School. All the others took place in May. It was a huge success; over 50 people attended. The girls modeled their own clothes to soft background music and afterwards mingled with guests who were refreshed by punch, cookies, donuts, and cup cakes. 13 girls and the counselor from Wisner School, parents, relatives, teachers and students enjoyed the afternoon. The Community School Aid, Miss Brenda Lewis assisted this counselor with the Fashion Show. It was the culminating activity for Girls Club for the year.

Girls Club also worked with the school nurse on sex education.

We worked with the Campfire Girl's Organization.

1. Had exercise classes
2. Had knitting classes
3. Joined a bowling league

With the help of Francisca Reyes, a Spanish speaking Co-op girl for Wisner, we taught some third grade Spanish classes. She also worked with Spanish speaking children who had difficulty with the English language.

Girl's Softball Team - All upper grade girls invited to play at lunch time recess as activities for boys in baseball already provided. This also afforded the counselor an opportunity to view children with their peers in normal interaction on the playground.

SPECIAL ACTIVITIES AND PROJECTS CONT.

BOYS CLUB: Two separate clubs for boys were founded and directed by the counselor this year. These were interest groups based on post activities from two field trips -- one to Ford Motor Company and one to Pontiac Oakland Airport.

MODEL CAR CLUB: This club was formed of six fifth graders and one sixth grader. This club met weekly. They designed their own automobiles and hot rods. They assembled five model cars purchased from career development funds. After reading and cutting out pictures of cars from magazines such as Car Craft, Hot Rod and Motor Trend, they made car scrapbooks. As a culminating activity this club visited Joy Fair's Autocraft in Pontiac and saw corvettes and other cars being repaired and worked on. They also made a poster of the parts of an automobile.

AIRPORT CLUB: This group consisted of six fifth grade boys. These boys studied the different jobs at the airport. Using the Occupational Outlook Handbook they wrote job descriptions for Flight navigator, pilot, air-traffic controller etc. These, along with pictures of airplanes, were compiled in notebooks done by each boy. They corresponded with a pilot at Pontiac Oakland Airport, who sent them flight maps to look at. This club took two additional trips to the airport. During one trip the pilot took three of the boys for a plane ride in a Cessna airplane. The club members made a bulletin board and display with model airplanes they brought in.

ADDENDUM 15

A PROPOSAL

for

ELEMENTARY COUNSELOR-CENTERED INTERDISCIPLINARY TEAM

With the advent of the federal program providing for the assignment of several elementary counseling positions in the school system, an opportunity to create a meaningful action team presents itself. Since the counselors are to be located full time in the schools and will have the primary contact and responsibility for follow up, it seems most appropriate to use them as the focusing point for a multi-disciplinary approach to school problems.

I. Primary Team

It is proposed that a team of Pupil Personnel workers consisting of a psychologist, one school social worker and one school nurse be formed to serve the nine (9) elementary schools in which we have an elementary counselor. The elementary counselor in each school will screen all referrals for the school and coordinate the activities of the team. In addition, the principal and teacher involved will be a member of the team. The team will visit each school every three weeks at a specified time and will consider new referrals and review those previously seen. Beginning in January, 1971, the following schedule will be established:

Tuesday	Whitfield
Wednesday	Baldwin
Thursday	Herrington
Tuesday	Central
Wednesday	McConnell
Thursday	Bethune
Tuesday	Twain
Wednesday	Wilson
Thursday	Wisner

Meetings would be initiated and scheduled by the elementary counselor upon recognition of an existing problem deemed serious enough to require group action. This might include behavioral or educational maladjustments of an individual child or more general educational problems manifesting themselves in the building.

The meeting would be held at the elementary school during class hours so that observation of the child and his social and educational world would be possible for team members.

The concerned teacher could be released from duty when necessary for participation in the team effort.

After direct observation and discussion, a plan of action would be drawn up by the team leader to include recommendations for remediation, personality help, medical assistance and home contact.

Action would be initiated and a follow up meeting scheduled within a short period to assess the effectiveness of the action plan.

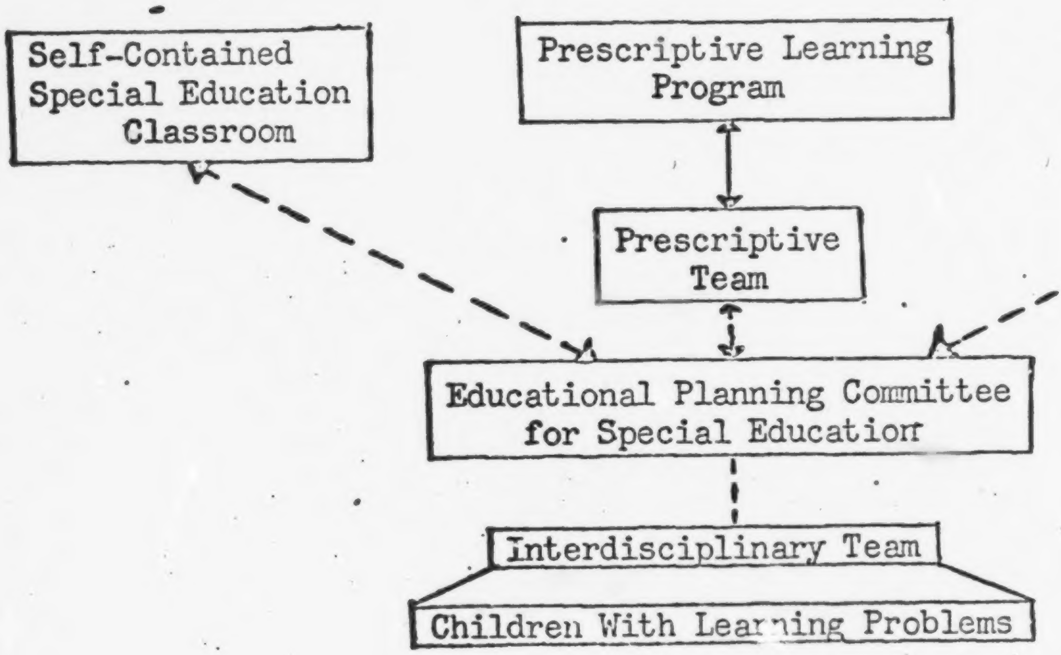
The counselor would follow up the plan in the individual building and make the necessary contacts, arranging meetings with other team members individually or in groups as needed.

A report of the ongoing process would be made in writing and submitted to the concerned principal and teacher. The counselor would then meet with these people to gain their comments and reactions.

II. Consultative Team Members

The following individuals will be included in team sessions when it is deemed appropriate. They shall include the consultants for mentally handicapped, emotionally disturbed, perceptually handicapped, speech correctionist, administrative personnel and community agency personnel. These team members may assist in writing an educational prescription for the student.

The following diagram gives a descriptive relationship of the secondary team members to the primary team.


Self-Contained Special Education Classroom
Prescriptive Learning Program
Special Education Consultant Program
Prescriptive Team
Educational Planning Committee for Special Education
Interdisciplinary Team
Children With Learning Problems

III. Responsibilities of Teams

The team will have the responsibility of accepting and acting upon all referrals from the schools to which it is assigned. Referrals can be made of individual children, group of children within a classroom, or an entire class or grade level within a school building.

The team and/or individual members of the team will have responsibility for follow-up of all referrals.

The Director of Pupil Personnel Services will have overall responsibility for this program.

IV. During the 1970-71 school year psychologists, school social workers and nurses will serve as members of the team when the team is scheduled at their assigned schools.

School District of the City of Pontiac

MEMORANDUM

TO:

Harriette Brooks
James Davis
James Hawkins
Richard Hendershott
George Martuneac
William Wright
William Neff
Perry Ninotti
Don Ostrander
Rex Smith
Clark Balch

Robert Rochow and all Elementary Counselors:
Judy Battenschlag
Christine Jones
Linda Phillips
Janie Payne
William White
Douglas Robinson
Deane Safir
Beverly Weiss
Minnie Smith

Psychologists:
Graham Andrews
Bion Hoeg
Pat Huguelet
Stan Steck

Nurses:
Ruth Cavender
Helen Maletzke
Rose Roncone
Josephine Bulla
Leah Green
Dorothy Redmond
Gail Selvala

School Social Workers:
Barry Adler
Sivia Eilender
Ida Mae Tompkins
Francis McDowell
Herman Kurth
Marika Cahill
Betty Houston

FROM: Arnold W. Embree

SUBJECT: Proposal for Elementary Counselor-Centered Interdisciplinary Team

The proposal for the Elementary Counselor-Centered Interdisciplinary Team will become effective the first week in February, 1971. This will be an experimental program for the remainder of the year with an evaluation as to its effectiveness prior to the closing of school in June.

The elementary principal is authorized to employ a substitute teacher for one-half day when the team is scheduled in his building. The Short Term Teacher Training personnel will be available for this purpose. Check with Mr. Lewis Crew if you have problems.

Each meeting will begin at 9:00 A.M. except in the case where the principal arranges another time in his building.

The following schedule will be followed:

Whitfield - February 2; February 23; March 16; April 6; May 4; May 25.

Baldwin - February 3; February 24; March 17; April 7; May 5; May 26.

Herrington - February 4; February 25; March 18; April 8; May 6; May 27.

Central - February 9; March 2; March 23; April 20; May 11; June 1.

McConnell - February 10; March 3; March 24; April 21; May 12; June 2.

Bethune - February 11; March 4; March 25; April 22; May 13; June 3.

Twain - February 16; March 9; March 30; April 27; May 18; June 8.

Wilson - February 17; March 10; March 31; April 28; May 19; June 9.

Wisner - February 18; March 11; April 1; April 29; May 20; June 10.

AWE/tc
1-20-71

cc: Dr. Whitmer
Lewis Crew

ADDENDUM 16

School District of the City of Pontiac

Management Team for Vocational Education

Administrative and Leadership - Biweekly

Robert Rochow	Program Director	Administrator
Bud Prottengeier	Director of Voc. Ed.	All Voc. Ed.
Arnold Embree	Director of Pupil Personnel	Guidance & Counseling
B. C. Vankoughnett	Director of C.A.P.	Prog. Int. & Fisc. Content
Merle Smith	Evaluation	Evaluation
Gerald White	Director of Elem. Education	
Wesley Maas	Director of Sec. Education	

Program Implementation
Curriculum Development
Program Supervision
Financial Control
Coordination
Evaluation

Implementation and Advisory

Counseling Dep't Heads (8)
Voc. Ed. Dep't Heads (12)
Principals
  Secondary (4)
  Elementary (4)
Chairman of Coop

Monthly
Implement Program Components
Coordinate - Building Level
Feedback

Monitoring and Advisory

Parent Advisory Committees
Unions
Industry
Other Agencies (P.U.C.)

Monthly
Monitor Implementation
Feedback
Curriculum Review

ADDENDUM 17

Listed below are the group memberships and the general areas of discussion to which the groups are asked to address themselves. The sub-topics are suggestions only and are not intended to limit the range of discussions. Each group leader will take to his group meeting a large sheet of paper and a magic marker to be used to state in public and visible manner four or five recommendations for action on the topic by the group.

Group I, C-6 (classroom)

A. Membership
Karen Danley-Chairman
Art Thomas
Ann Morrow
Ralph Radford
Kay Wilburn
Linda Phillips

B. Topic - Evaluation of counseling guidance services as they are being performed in Pontiac:

1. Is there a need for evaluation? If so, by when and by what techniques?

2. What do we as a staff wish to present in a meeting with Dr. Whitner as representative of our present practice of our future directions?

3. What effect is the increasing emphasis on state assessing of schools apt to have on guidance and counseling practices?

Group II, C-2 (cosmetology lab.)

A. Membership
Virginia Mansen-Chairman
Bill Graham
Dave Landers
Debbie Huffman
Bill White

B. Topic - Leadership and future directions in counseling and guidance services in Pontiac:

1. Is the continued existence of counseling and guidance services threatened by reduction in staff and funds?

2. Is a strong central leadership a need of the Pontiac counseling staff?

3. Ought we to have a city-wide organization to influence our professional function and image?

4. Does a conflict exist for the counselor as a staff member in an individual building and as a member of a district-wide PEB (word illegible)

PROGRAM: City-Wide Counselor's Meeting, Friday, December

DATE: Friday, December 11, 1970

TIME: 1:00 p.m.

PLACE: C-5, (Dining Room), NEOVEC

Opening Session:

1. Opening remarks by Mr. Embree, (get indication of appropriate title from him).
2. Presentation concerning para-professional personnel (title from Mr. VanKoughnett who is making this presentation).
3. Description of plan for afternoon's activities and possible subsequent sessions, Packard and Rochow.

Small Group Sessions, 1:30 - 2:30 (room, group, & topic assignments attached)

Coffee break, 2:30 - 2:45 (dining room)

Feed Back from groups, 2:45 - 3:30

Tour of NEOVEC, 3:30

Group III, C-5 (dining room)

A. Membership
Vera Adams-Chairman
Betty Blackford
Bude Little
Vince Lindberg
Rose Johnson
Doug Robinson

B. Topic - Administrative and clerical services often performed by counselors which interfere with their effective functioning in legitimate areas:

1. Scheduling, attendance, record-keeping, etc., are cited as (word illegible) of conflict.

2. Is the para-professional an answer to this problem? (or does it have some other function?)

Group IV, B-4, (office conference room)

A. Membership
John Naturo-Chairman
Gerald Hunt
Kaye Jeeter
Bruce Neely
Chris Jones
Bev Wiess

B. Topic - In-service training:

1. Areas mentioned by counselors as ones in which training is needed are: group counseling uses and techniques, the drug problem, vocational information and development.

2. What methods of conduction in-service training do you consider effective?

Group V, A-1 (fluid power lab.)

A. Membership
Fred Smith-Chairman
Rose McDonald
Lou Perry
Inez Owen
Deane Smith
Bob Burdick

B. Topic - The counselor as a member of a total professional staff:

1. Should counselors have a specific influence in the professional negotiations process?

2. Should counselor services be defined in the contract?

3. What influence should the counselor exert upon academic areas such as curriculum planning, adult education, co-op and work experience employment activities of students?

Group VI, A-2, (industrial Electricity lab.)

A. Membership
   Chuck Richard-Chairman
   Bill McDonald
   Tamara Ellsworth
   Jim Jones
   Al Cannon
   Judy Battenaching

B. Topic - Public relations of counselors and their services:

   1. Referral service: and agencies.

   2. The public's view of counselors.

   3. Are we leaving un-tapped a range of community resources which would benefit students?

Group VII, B-4, (Bookstore)

A. Membership
   Tom Spann-Chairman
   Lea Garris
   Madeline Thomas
   Stan Lyons
   Lois Mercer
   Jane Payne

B. Topic - Counselors and their relationships with students:

   1. What are prevalent student views of counselors?

   2. Are counselors ineffective in working with ethnic and racial groups of which they are not members?

   3. Are counselors who teach academic classes hampered in their counseling functions?

SMALL GROUP RESULTS

Group I - Evaluation of Counseling-Guidance Services:

1. Yes! A great need for evaluation; by whom? (no recommendation)

   A. Techniques
      1. Daily logs, example: Elementary counselors
      2. Tally sheets, example: Madison
      3. Departmental evaluation, example: Eastern

         a. Mr. Embree
         b. By the students
         c. By administrators
         d. By individual counselors (self-evaluation)
         e. By teachers
      4. We feel an important part of evaluation has been left out - the parents.

2. Future directions:

   A. Better communication.
   B. Departmental meetings to discuss how we perceive our role.
   C. Asking administrators how they perceive our role.
   D. City-Wide counselor rap sessions.

3. State assessment of schools

   A. Money will probably be pulled out of "fringe services" and put into reading and math programs so that our students will show up better on state tests.

Group II - Leadership and Future directions:

1. We definitely need a strong city-wide organization with regularly scheduled meetings after school hours. Necessary because of our hopeful and good feeling today. (social and professional)

2. A better line of communication needs to be established to give us strong central leadership. Is our principal our line man now?

3. We need additional "certified" counselors in overloaded buildings. Reductions have been made and the trend is in that direction.

4. We need more group meetings with all PPS personnel and get to know all PPS staff.

Group III - Administrative and clerical duties which inhibit counselor from performing "professional" duties.

1. Role of counselor should be defined in the contract.

2. Inhibiting activities:
   a. substitutuing
   b. clerical duties- reports and letters, performing confidential tasks.

oup III (Con't)

  c. scheduling, i.e. vocational and educational planning vs. the mechanics.
  d. snowballing of paperwork as a result of frequent counseling sessions.
  e. lack of role definition
    1. attendance
    2. discipline
  f. unrealistic directives.

3. Recommendations:

  a. once a year scheduling
  b. one full-time secretary or para-professional for each three counselors.
  c. enforcement of current course offering calendar.

oup IV - In-service training:

1. Group work (a means to do more for more people)
  a. leadership techniques
  b. accurate perception of group processes.
  c. involvement of administrators in "group" in-service training to gain their support for group activities.

2. Drugs
  a. techniques of working with drug-involved students.
  b. sources of help.
  c. school-wide program (K-12)
  d. secondary counselor a referral agent.
  e. training in various agencies and their programs.

3. Conditions for training:
  a. small numbers of people.
  b. active participation.
  c. work at appropriate student age levels.
  d. involve special services personnel.

4. Counselor involvement in curriculum and credits
  a. articulation between educational levels realistic?
  b. tenure as passing criterion.

oup V - Counselor as member of total professional staff

1. Should organize a group specifically for counselor concerns. Exert pressure on negotiating team or have a counselor representative on the team.

2. Counselor job description should be included in contract. Terms should be broad enough to allow for individual counselor differences, but defined enough so administrators cannot make demands beyond counseling realm. A committee should be formed to work this out. Possibly could use MPGA Guidline.

Group V (Con't)

3. Counselors should be consulted in curriculum planning. If possible, a counselor representative should be present at curriculum meetings.

4. If necessary, times could be different to allow for before school scheduling, lunch or after school meetings with students or parents.

Group VI - Public Relations

1. Inform students and parents of the available referral agencies by:

    a. developing a handbook
    b. inviting representatives of the agencies to talk with students and parents.

2. Provide an orientation period for all new students and their parents prior to the opening of school each year.

3. Home visitation and the use of mass media.

Group VII - Counselors and their relationships with students:

Counselors should be oriented to student problems.

1. Students see counselors as individuals. They see counselors as friends, secretaries, disciplinarians, or someone to avoid.

2. You cannot make a general statement.

It is an individual matter on how effective counselors work with ethnic and racial groups of which they are not members.

3. Counselors are hampered by teaching academic classes in doing their counseling functions.

SUMMARY OF OBSERVATIONS OF GROUP MEETINGS
BY
BOB ROCHOW AND STU PACKARD

As observers of the small group sessions we focused more on the feelings and attitudes which seemed to be widespread rather than on the specific content of each session. In general we encountered among the counselors:

1. A dissatisfaction with the status quo.
2. A need for unity and direction as a professional staff.
3. An awareness of the changing prospects and expectations of counseling and guidance services locally and nationally.
4. A need for additional meetings to discuss and plan future actions.
5. A presence of difinite, though divergent opinions about needed changes in counselor practice.
6. A willingness to give additional time and energy to the process of bringing counselor practice in line with needs and directions.

Possible directions and action we may take:

1. Another city wide meeting within next month.
2. Department heads meeting to develop structure for action on the first meeting.
3. Meeting of leaders from small groups of January 8th meeting.
4. Elected representative from building counseling staffs.

We will be contacting your department chairman to find out your feelings as to the possible directions we may go from here, from the above list of alternatives.

CITY WIDE COUNSELORS MEETING
FEBRUARY 24, 1971

AGENDA

TIME SCHEDULE

Coffee	1:00
Presentations	1:30
Assignment of Committees and meeting as a committee	2:30

PROGRAM

Opening Remarks	Rochow, Embree
Evaluation	Messana
Drug Inservice	Landers
Negotiations	Blackford
Committee Procedure	Packard

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NOTES

Because of the urgency of the following three committees at this time, it was necessary to set them up quickly. They were set up upon recommendation of your department head or personal contact.

EVALUATION COMMITTEE

1. Bruce Neely - Madison Jr. High
2. John Maturo - Pontiac Northern
3. Tamara Ellsworth - Lincoln Jr. High
4. Chuck Rickard - Kennedy Jr. High
5. Al Cannon - Jefferson Jr. High
6. Virginia Yansen - Washington Jr. High
7. Lois Mercer - Eastern Jr. High
8. Bill McDonald - Pontiac Central
9. Robert Rochow

NEGOTIATION COMMITTEE

1. Stan Lyons - Lincoln Jr. High
2. Lou Perry - Madison Jr. High
3. Bill McDonald - Pontiac Central
4. Fred Smith - Pontiac Northern
5. Bob Burdick - Kennedy Jr. High
6. Bude Little - Washington Jr. High
7. Sally Adams - Pontiac Central

INSERVICE COMMITTEE

1. Dave Landers - Pontiac Northern
2. Karen Danley - Madison Jr. High
3. Roselyn Johnson - Jefferson Jr. High
4. Carolyn LaFontain - Kennedy Jr. High
5. Bill Graham - Pontiac Central
6. Jerry Hunt - Pontiac Central

MEETING PLACES FOR COMMITTES

Evaluation Committee . . . . Conference Room
Negotiations Committee . . . . B - 5
Inservice Committee. . . . . C - 6

All other groups will meet in the Dining Room.

POSSIBLE PROCEDURE FOR EACH COMMITTEE

1. Appoint a Chairman
2. Setup your purpose
3. Set up Plan of Action
4. Set up meeting dates
5. Find out what may be done in this area already
6. Do you need evaluation results to plan action?

Other committees will be formed by a sign up sheet on the wall of the dining room.

If you wish to be involved with committees already assigned, please do so through Stu Packard.

We have arbitrarily set up number limits on each committee, so we can have representation on all committees.

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ADDENDUM 18

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JR. HIGH VISITATION TO NEOVEC

OBJECTIVE - to have interested Jr. High students from Kennedy Madison, Lincoln, Eastern, Washington and Jefferson come and see the programs in operation at the Northeast Oakland Vocational Education Center.

CRITERIA FOR VISITATION

1. Pre visit preparation
   a. Stu Packard, counselor at NEOVEC
      Robert Smith, counselor intern
      Robert Rochow, Director, Pontiac Career Development Program.
   b. These three people will set up 3 teams, consisting of one of above members and two students from NEOVEC to visit Jr. Highs and put on a program for all 9th graders.
   c. Program
      1. Jobs of the 70's presentation
      2. Programs at NEOVEC
      3. Question and Answer period

2. Visitation
   a. Interested students from each school will visit
   b. Maximum number - 80 students from each Jr. High, because of bus situation.
   c. Students will be split in groups of 10 to go through various programs at center.
   d. Students from Distributive Education will be tour guides.

3. Post Activities
   a. The students who have made the visitation will go back to their home Jr. High and set up a program to talk to 7th and 8th grade students about the center.
   b. Other suggested ideas:
      1. Field trips to various industries represented at Vocational Center.
      2. Role models in these areas coming in and talking to the students.

SUGGESTED PROCEDURE

1. Mr. Rochow and Mr. Packard will visit Jr. Highs and explain programs.
2. Presentation by teams or have counselors at home school put on program with students from NEOVEC.
3. Visitation to Vocational Center.
4. Post visitation activities.

SCHEDULE FOR NEOVEC VISITATION

HOOL	PROGRAM				VISITATION			BUS	STUDENTS
	DATE	TIME	DAY	TEAM	DATE	TIME	DAY	NEEDED	NUMBER
DISON	COMPLETED			1	COMPLETED			NO	80
STERN									
SHINGTON									
NCOIN	COMPLETED			1					
FFERSON									
NNEDY									

lo.	TEAMS	STUDENT	STUDENT
	PACKARD		
	ROCHOW		
	SMITH		

ADDENDUM 19

cupational Cluster	Junior High	Date Implemented	Senior High	Date Implemented
siness and Office	Personal Typing	1967	Comprehensive Office	
	Business I	1967	Education Program	1960
rketing & Distributive	Modern Business	1967	Distributive Education	1960
	Graphic Arts	1960	Data Processing, Graphic	
mmunications and Media	Drafting	1960	Arts and Drafting	1965
nstruction	World of Construction	1969	Home Construction Project Building Construction (NEOVC)	1970 1970
anufacturing	World of Manufacturing	1970	Metal Technology Metal Fabrication Welding Industrial Electricity Fluid Power	1965 1965 1965 1970 1972
ransportation	Power Mechanics	1971	Auto Mechanics Small Engines Auto Body	1965 1971 1971
gri. Business and Natural esources				
arine Science				
nvironmental Control				
ublic Services			Radio-TV Repair Appliance Repair Heating, Air Conditioning, Refrigeration	1965 1970 1970
ealth ospitality and Recreation ersonal Services	World of Personal Services	1972	Nurse Aide Co-op Health Occupations Food Service and Preparation Child Development Cosmetology	1965 1971 1965 1970 1972
ine Arts and Humanities			Display Occupations	1970
Consumer and Homemaking-Related	Home Economics 7, 8, and 9	1960	Home Management Foods for Men Interior Design Family Living Senior Home Economics Advanced Foods Advanced Clothing	

ADDENDUM 20

ELEMENTARY COUNSELOR'S WEEKLY LOG

The purpose of this log is to help gather data for our project and to provide a continual evaluation of the elementary guidance curriculum. This log will help us determine if more time should be allotted for one type of activity over another. Your most conscientious completion of this form each day is requested.

Use the code and place a number beside the name in the proper day. Indicate in brackets the grade level beside the specific activity. For example: 16(4) would indicate individual counseling was conducted with a 4th grade student while 5 would incidate the time was spent in planning and conducting a field trip

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ACTIVITY CODE FOR ELEMENTARY SCHOOL COUNSELORS

Use number accompanying the following list of activities and place on attached Weekly Log. Where an activity is performed but not listed, place it in the proper category and record that number. If two categories apply, use the most appropriate one.

PROJECT OBJECTIVES

1. Provide information and material for teachers on the World of Work, and used in classroom.
2. Planned and conducted school assembly.
3. Brought in role models.
4. Planned a career fair.
5. Planned and conducted field trips.
6. Used parent group in planning World of Work activities.
7. Provided units to be used in classroom.
8. Counselor services requested and used in classroom as resource person.
9. Helped student in vocational exploration.
10. Helped student groups in vocational exploration.
11. Special activities in the area of World of Work.
12.
13.

COUNSELING AND CONSULTATION

14. Individual student
15. A group of parents
16. Individual parents
17. A group of students
18.
19.

CONSULTATION

20. Faculty Advisory Committee
21. Faculty conference
22. Parent conference
23. Special personal within school
24. Special personal in school system
25. Interpreting test data to teachers
26. Meeting with curriculum committee
27. Weekly meeting with principal
28. Special programs for the handicapped
29. Testing
    - (a) Selection and appraisal of tests
    - (b) Planning testing program
30. Advise on assignment of students to classes
31. Plan with staff in organizing the activities program (clubs, special projects)

32. Attending workshops or conferences
33.
34.

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COORDINATION

35. Initiate outside referrals
36. Refer students to teachers for help
37. In service guidance program
38. Community interest groups
39. Orientation of new students
40. Public information about guidance program
41. Information about child from other resources
42. Materials useful to teacher to help students develop better self concept
43. In service education (related to guidance) for teacher
44.
45.

RESEARCH AND EVALUATION

46. Observation and identification of student needs
47. Evaluation of personal records
48. Reports on needs of service to teachers and/or administrators
49. Provide nonstandardized appraisal procedures
50.
51.

In order for this program to work, you must sell the:

Community
Parents
Teachers
Students
Administrators

Please use the following approach:

A. Use many forms of communication
    (1) Newsletter
    (2) Individual contact with above
    (3) Provide information about your activities in relation to program
    (4) Feed back information on students
    (5) Work through your guidance committee
    (6) Make yourself available to students, teachers, parents, and administrators
    (7) Get involved with school programs
B. Contact me
C. Resource person to talk to staff

Please follow this procedure for your self evaluation and to see if you are meeting the guide lines of the program and also to see how you are functioning in your role as a counselor.

ADDENDUM 21

EVALUATION OF TENURE

ELEMENTARY COUNSELORS

IN PONTIAC

Name______________________________

School____________________________

Observation Dates______________________

---

counselors will be evaluated according to the Federal proposal's specific objectives in con-nce with those objectives effective counselors should responsibly hold or practice.

ng Scale: 1 - Outstanding; 2 - Good; 3 - Satisfactory; 4 - Unsatisfactory.

	1	2	3	4
Evidence exists that the counselor has provided and compiled information and materials to classroom teachers on career development.	☐	☐	☐	☐
Evidence exists that counselor has planned and presented school wide assemblies on career development.	☐	☐	☐	☐
The counselor has planned and conducted field trips to nearby business and industries.	☐	☐	☐	☐
The counselor has planned and conducted field trips to other educational institutions - Jr. High, High School, Colleges.	☐	☐	☐	☐
Counselor schedules role models from various occupations for classroom presentations.	☐	☐	☐	☐
Counselor works effectively with parents in regards to implementing the concept of career development.	☐	☐	☐	☐
Counselor requests other pupil personnel workers to work in solving students problems.	☐	☐	☐	☐
Counselor demonstrates that he/she has developed an awareness in classroom teachers to career opportunities and relevancy to instructional content in relation to career opportunities.	☐	☐	☐	☐
The counselor has the ability to provide interesting experiences in career development.	☐	☐	☐	☐
The counselor has an understanding of the concept of career development.	☐	☐	☐	☐
The counselor communicates effectively with students.	☐	☐	☐	☐

	1	2	3	4
counselor exhibits the ability to work with students in ll group counseling techniques.	☐	☐	☐	☐
counselor relates well with parents in the school gned.	☐	☐	☐	☐
e counselor devotes a sufficient amount of time in aling with parents and community groups.	☐	☐	☐	☐
e counselor relates well with teachers and adminis- ators in the school.	☐	☐	☐	☐
e counselor assists teachers with problems of indivi- al students.	☐	☐	☐	☐
e counselor provides teachers with follow up informa- ion on students referred.	☐	☐	☐	☐
e counselor works effectively with other counselors nd contributes ideas and suggestions to improve program.	☐	☐	☐	☐
he counselor works well with pupil personnel team Social worker, Nurse, Psychologist, Teacher, Principal) nd demonstrates ability to follow up on decisions made y team.	☐	☐	☐	☐
he counselor accepts responsibility in the solution of chool problems.	☐	☐	☐	☐
he counselor uses outside referral agencies when needed.	☐	☐	☐	☐

TS: ____

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____________________ Teacher's Name

____________________ Director's Signature

____________________ Teacher's Signature

____________________ Principal's Signature